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ABSTRACT

This handbook was developed as an aid to secondary school Oklahoma educators interested in improving social studies education and helping students become responsible, participating citizens. It can easily be used by educators in other states. The handbook begins with a discussion of different kinds of teaching methods and briefly examines reasons for teaching middle-school social studies. The second and major section of the handbook is grouped by courses taught in secondary Oklahoma schools: economics, geography, government, social education related courses, Oklahoma history, world history, and U.S. history. For each course, the following information is provided: rationale, course goals, course descriptions, objectives, suggested activities, and evaluation. The third section contains scope and sequence curriculum models which can be used by a school system as reference points when the social studies program is examined. The handbook concludes with bibliographies of professional organizations and teacher resources, lists of major social science concepts, a suggested policy on controversial issues, and a textbook evaluation form. (Author/RM)

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Handbook For Secondary

Social Studies

EDUCATORS

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Foreword

This Handbook for Secondary Social Studies Educators has been developed as an aid to Oklahoma educators who are interested in the improvement of social studies education in their schools.

The State Department of Education is pleased to be able to provide this resource to the social studies educators in Oklahoma. We hope it will be a useful tool for teachers to use to help their students become responsible, participating citizens in an ever increasingly complex and interdependent world.

We gratefully acknowledge and thank all of those who contributed, both directly and indirectly, to the final product.

Leslie Fisher
State Superintendent
of Public Instruction

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Philosophy

The primary function of public education is to prepare young people for the society and the world in which they live. Modern American society did not emerge full grown overnight. Complex relationships and the problems that daily confront the world cannot be understood without a knowledge of their origins and causes. Individuals are part of the moving stream of events comprising history--events that are not dead but remain part of the flow that they have intangibly altered.

Social studies is the discipline that enables us to look at society in the past, present, and future. "The basic goal of social studies education is to prepare young people to be rational, participating citizens in a world that is becoming increasingly interdependent. . . . Social studies education provides the only structured school or community focus for the preparation of citizens. A commitment to foster human dignity and rational process is key to the structure of the social studies curriculum."[1]

The interdependence of skills and content is central to understanding social studies. Skills and abilities do not develop in isolation from content. In social studies students acquire skills in using language and other symbol systems, develop the ability to reason, and undergo experiences that lead to effective citizenship. Students master these skills and abilities through observing, listening, reading, talking, and writing about the social studies. As they learn about their

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[1]"NCSS Social Studies Curriculum Guidelines," revision (Washington, D.C.: National Council for the Social Studies, 1979), p. 262.

world and its heritage, they should deepen their skills in language and reasoning along with acquiring the basis for social and intellectual growth. They also become aware of the world around them and develop an understanding of the interdependence of the many facets of that world.

Overview

Four basic components constitute the HANDBOOK FOR SECONDARY SOCIAL STUDIES EDUCATORS:

HOW TO USE . . .

Teaching strategies link the student to the content in social studies. Effective use of teaching methods enables teachers to develop that phase of social studies education that is unique--developing a citizen who participates in society in a positive manner.

The strategies discussed in this HANDBOOK, such as research, small groups, and case studies, provide the means for developing the higher thinking abilities that are needed by citizens to make a democratic republic responsive and responsible. If these strategies are employed appropriately, the student will be required to reach beyond the printed page to exercise the resources of the mind.

SOCIAL STUDIES COURSES AND ACTIVITIES

The social studies courses offered to the majority of students in Oklahoma in the secondary schools are identified by grade level in the table of contents and are grouped by discipline area in the HANDBOOK. The areas included are economics, geography, government, social education-related courses, and Oklahoma, world, and United States history.

For each subject, whether seventh-grade geography or high school economics, the following information is provided:

Why Teach This Course?

What Are the Goals of This Course?

Course Description

Objectives

Suggested Activities

Evaluation

Each activity listed identifies the thinking processes involved and the cognitive skills used.

Since the organization of the middle school varies in concept and scope from one community to another, it is discussed before the social studies course descriptions from a "how to approach social studies in the middle school" philosophy. Much of the information contained in the course descriptions can be used for planning a middle school social studies program.

SOCIAL STUDIES CURRICULUM MODELS

The social studies curriculum offered in a school district should reflect a logical and consistent approach to content, skill, and concept development. Historically, most social studies curriculum models reflect the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools.

The sample "scope and sequence" curriculum models presented in the HANDBOOK can be used by a school system as a reference point when the social studies program is examined. The social studies curriculum of a district should be evaluated carefully during the years in which social studies textbooks are adopted. Courses should not be created or eliminated without examining what is taught at each grade level and how one course leads into the next.

Even junior high and middle school curriculum should not be altered

without first considering what studies are taught in the elementary school(s) and developing some coordination between the two. There must be a logical basis for recommended social studies courses at specified grade levels.

Each sample curriculum model is accompanied by a list of advantages and disadvantages. With this information schools should be able to use or adapt a model that is appropriate to their philosophy and community.

BIBLIOGRAPHIES FOR TEACHER ENRICHMENT

The professional bibliography is included for teacher enrichment and to help with curriculum and lesson planning. In addition, the information in the listed materials and the programs and contacts made through the professional organizations provide opportunities for growth. Another advantage to using these resources is that they provide social studies educators with the latest research in the field and a way to keep informed about national trends in social studies education.

A bibliography of student materials is not included because most textbooks and publishing companies have excellent lists of student materials that are easily accessible to the teacher.

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HOW TO USE . . .

It is becoming increasingly true that today's social studies students cannot be interested or motivated solely by lecture and desk work. It is an accepted maxim of education that learning increases in direct proportion with the student's personal involvement in the lesson.

Effective teachers have long sought new techniques for increasing the involvement and interest of their students. Their work has produced a wealth of ideas for enriching the social studies curriculum by developing the full range of cognitive and affective learning.

The following section provides a brief description of several teaching techniques and activities that have been proven effective by many teachers.

QUESTIONS

The purpose of asking questions is to develop critical thinking skills. The classification of questions according to levels of thinking provides a practical plan to ensure an atmosphere for intellectual growth. Using a systematic approach to asking questions requires students to use ideas rather than simply to remember them. The categories for classifying questions are recall, translation, and application, and are prerequisite to analysis, synthesis, and evaluation. All of these categories are necessary to social studies instruction.

The following categories of thinking are adapted from Bloom's Taxonomy:[1]

RECALL: The student recalls or recognizes information.

Sample question: What are major landforms?

TRANSLATION: The student changes information into a different symbolic form or language and discovers relationships among facts, generalizations, definitions, values, and skills.

Sample question: Can you explain in your own words the meaning of "major landforms"?

APPLICATION: The student solves a problem that requires identifying the issue and applying appropriate generalizations and skills.

Sample question: How can we use the concept cluster "major landforms" to compare surface in eastern and western United States?

ANALYSIS: The student solves a problem by breaking down its parts.

Sample question: In what ways are transformation systems adapted to major landforms?

SYNTHESIS: The student solves a problem by putting the parts together in a creative way.

Sample question: How shall we organize and present ideas about landforms in the United States?

EVALUATION: The student makes a judgement of good or bad, right or wrong, according to standards designated by the student.

Sample question: How can we use the concept "major landforms" more effectively as we compare areas in Mexico in our next unit?

There is little understanding of the social studies without the use of these questioning strategies.

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[1]Benjamin S. Bloom et al., Taxonomy of Educational Objectives (New York: Longmans Green and Co., 1954). Used with permission of the publisher. All rights reserved.

LARGE GROUP OR TOTAL CLASS DISCUSSION

Large-scale discussions range from informal circle-seating arrangement to a formal debate with a commentator. These are class participation activities and are useful no matter what the size of the composite group. The procedures for preparing for these and other types of total class discussions are for the most part the same.

SMALL GROUP

The small group is a face-to-face interaction among individuals to generate discussion. It is designed to meet the unique needs of group members based on cooperative interdependence.

To ensure effective small-group participation, teachers should have a good idea of group effectiveness. Any small group has at least three core activities:

1. Accomplishing stated goals
2. Maintaining group life
3. Developing and changing the group to improve its effectiveness

Teacher preparation for small-group activities should:

a. define realistic group goals
b. select motivational strategies for group participation
c. identify decision-making procedures to meet group needs
d. identify types of communication techniques to be used within the group
e. know conflict resolution strategies

Small groups should not exceed ten members. The ideal group size for classrooms is three to six members.

Techniques and Strategies for Teachers

Small-group selection involves numerous techniques, such as:

a. Teacher selection - Teachers may identify a select group of students for participation in small groups based on student needs and goals.

b. Peer selection - Teachers may encourage students to select classmates for involvement in group activities.

c. Individiual selection - Teachers may provide students with an opportunity to volunteer for small-group activities.

d. Student assignment - Teachers may assign students to groups by having students call out numbers, i.e., 1-2-3. (All 1's will form one group, etc.)

Small-group Skills

a. Facilitation of small groups involves assisting the groups to move toward accomplishment of goals with the least amount of obstacles.

b. Communication skills are both verbal and nonverbal.

c. Leadership skills are necessary to help groups achieve stated group goals.

d. Motivation skills provide students with an incentive to participate.

DISCUSSION

Without discussion there can be no true social studies education. Teacher-led and student-directed discussion in class enables both the teacher and students to ascertain what has been understood and how it has been internalized. Discussion of issues- the skills of presenting one's views orally, listening, responding, and evaluating--is central to participatory citizenship. Discussion, like all aspects of teaching, must be carefully planned. When using class discussion, the following techniques should be adopted:

a. Use discussion in small-group work, with the total class, or between groups.

b. Make certain that discussion always requires the use of knowledge by the student.

c. Always have a goal, rationale, process, and means for evaluating discussion.

d. Proper use of the questioning strategies is vital to a successful discussion. The use of questions should evolve from the recall to the evaluation level, especially in the early stages of learning. Before the discussion, prepare important questions on the different levels of thinking to use as a guideline.

e. Be careful to give positive reinforcement to students who discuss well, be careful not to disparage student responses, and maintain as much objectivity as possible.

f. Be certain that the topics are discussible.

g. Create a physical and mental environment conducive to discussion.

CASE STUDY

A case study is a narrative of a real or fictional event built around a concept. The case study is very brief, giving only the facts of the situation, and may be composed by the teacher. Case studies may also be found in curriculum guides and teachers' editions of state-adopted textbooks.

A discussion and related activities must follow the reading of the case study. The discussion does not involve remembering facts because

the case study is designed to help students hypothesize, evaluate, and make conclusions. Case studies develop the basic theories (political, legal, economic, sociological, historical, and geographic) that students use for understanding and organizing the mass of data to which they are exposed.

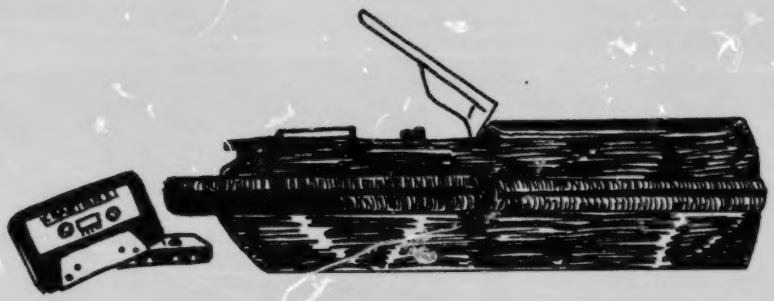
A variety of procedures may be used for the case study:

a. Small groups can read the case study, discuss the problem or issues, then report to the large group.

b. The class can read the case study and discuss the problem or issue.

c. An individual can present the case study and discuss the problem or issue with the class.

d. A small group or the class can role-play reaching a decision on the problem or issue, using the information in the case study.



CASSETTE RECORDER

A cassette recorder may be used either for listening to a tape or for recording teacher or student material. A cassette recorder is especially useful for individualized instruction.

Uses of the cassette recorder include:

a. Recording activities in class so that students who are absent may make up the work.

b. Recording the evaluation of students' reports so that students can review their evaluation while listening to the tape.

c. Recording text materials for students with limited reading skills.

FILMS AND FILMSTRIPS

Films and filmstrips are used for identical purposes, i.e., for presenting data and stimulating further learning activities. Presentations on both media are concerned with concepts and should be stopped at appropriate intervals where discussion is needed. The presentation of every film and filmstrip should meet the following guidelines:

a. Films and filmstrips are carefully selected to meet instructional objectives.

b. Teacher previews the film or filmstrip and prepares a rationale, goals, and objectives for the class presentations.

c. Teacher prepares questions with instructions for where to stop the film or filmstrip for discussion.

d. Teacher debriefs students on the film or filmstrip. (See "Questions," "Large Group or Total Class Discussion," and "Small Group.")

e. Teacher uses follow-up activities based on the film or filmstrip.

A film or filmstrip may be presented by the teacher, a group of students, or an individual student to a large or small group; or to an individual student for research or reinforcement.

PICTURES, PHOTOGRAPHS, POSTERS, TRANSPARENCIES, ARTIFACTS, FACSIMILES, REPRODUCTIONS OF MUSEUM PIECES

All kinds of activities can stem from the study of pictures, photographs, posters, transparencies, artifacts, facsimiles, and reproductions of museum pieces. For the use of each item, the teacher should also prepare questions and activities that will help the students reach conclusions about the concepts and understandings. With the proper questions and direction to search for clues, the students can analyze, synthesize, and evaluate related concepts and understandings from a single item.

A local museum may lend artifacts, facsimiles, or photographs.

RESOURCE PERSONS

An important classroom resource is a person who has a rich background of knowledge concerning the subject being studied. The teacher should set up a resource bank.

Let students help plan for a resource person in the following manner:

a. Decide whether the class wants a resource person.

b. Select a person from an approved list of resources, and be certain the information the person can give is relevant to what is being studied.

c. Select two or three possible dates.

d. Select the topic to be discussed.

e. Write the goal to be reached by the resource person's visit.

f. Call the resource person to make arrangements for the visit. Inform the resource person about the specific topic to be discussed and the goals and objectives for the session.

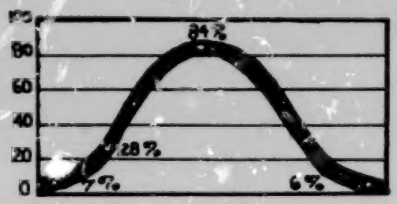
g. Write to the resource person, confirming the date, time, and topics. Inform the resource person about what to do upon arriving at the school.

h. Plan the mechanics of the visit with the students.

i. Plan questions for the resource person with the students and send the questions to the resource person.

j. Write a thank-you note.

MAPS, GLOBES, AND CHARTS



Map and globe skills should be used for locating places, determining distances, and evaluating the influence of the geography of an area on the life-style of the people. The teacher should apply a particular map or globe skill to the data or topic that the student is studying.

Charts are pictures of what is happening over a period of time or what is happening in relation to some other variable. Charts may be composed of graphs, pictures, or lists of organized information. Charts should be used when the student is translating, analyzing, synthesizing, or evaluating information.

A teacher should plan activities using maps, globes, and charts to accomplish the rationale, goals, and objectives of the unit.

SIMULATION

Simulation games are structured limitations of real situations, events, or problems, often with a segment of reality distorted in some way. The games usually involve issues, beliefs, confrontations, points of view, attitudes, interaction, decisions, and the resolution of problems.

The games can range from simple to complex. They should be designed with educational intent and provide a quick, efficient means of involving students in an area of study. Simulation games allow for learning on all thinking levels. They can provide highly motivational introductions to a topic or unit of work.

At first the teacher should be the leader in the simulation. Groups and roles should be assigned to students on the basis of their strengths and interests. Later a student may be the leader and choices as to groups and roles may be permitted.

The goals to be achieved through simulation are:

a. developing problem-solving skills
b. encouraging decision-making ability
c. providing alternative solutions
d. teaching students to cope successfully with confrontations, differing attitudes, problems, emotions, confusion, and decision points
e. developing objective insight into reasons, causes, beliefs, and behavior
f. learning analysis techniques

g. promoting involvement, participation, and a desire to learn creatively

To create effective simulations, the following guidelines should be observed:

a. Present the theme and explain the purpose.

b. Assign groups and roles.

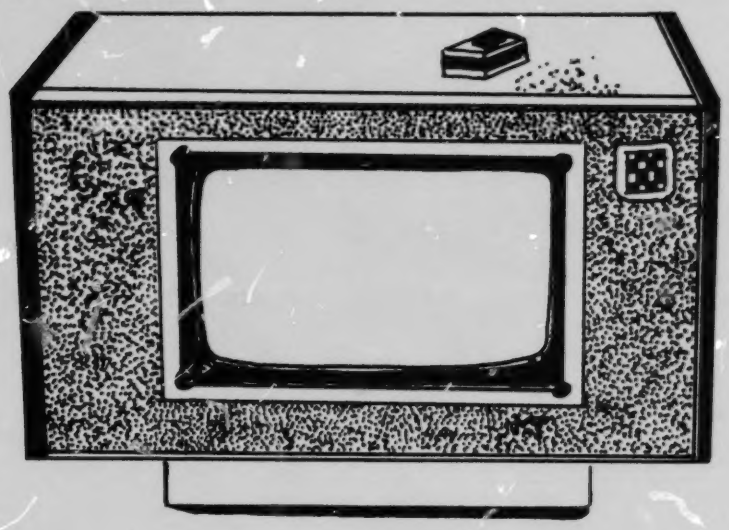
c. Distribute simulation materials.

d. Explain the purpose and objective of each student's role.

e. Encourage interaction among participants.

f. Suggest appropriate behavior if necessary.

g. Debrief students through class discussion and analysis.



VIDEOTAPE

The presence of videotape equipment in many schools has provided a valuable new classroom tool that is largely being overlooked by social studies teachers. This neglect may result, in part, from a lack of familiarity with the equipment, but many teachers have simply not

recognized the classroom potential of videotape.

The most common classroom use of videotape is recording television programs to replay during class time. For information about selection of programs for class use and how to present them in class, see "Films and Filmstrips."

Teachers' guides are available for many programs on instructional television and can be obtained from the Media Resource Center at the State Department of Education. These guides also provide information about which programs have copyright clearance for taping.

Teachers should be aware of possible copyright violations from taping programs on network television and saving those tapes for future reuse.

Videotape equipment can provide an answer to one of the most common problems with classroom use of resource persons, i.e., the speaker who has time to appear in only one or two classes. With videotape equipment the teacher can replay a speaker's presentation for those classes that otherwise would have missed it. However, it is essential that the speaker's permission be obtained before taping the presentation.

Videotape equipment may also be used to tape skits and role-playing exercises produced by the students.

FIELD TRIPS

As with all instructional activities, field trips must be carefully planned. In the course of the planning, include the following points:

a. Talk over the trip with your principal and/or department head.

b. Take the trip yourself, if feasible, to see how to make it most productive and what arrangements should be made.

c. Prepare a schedule; brief the host or tour personnel about your plans; request information about facilities and fees.

d. Arrange for permissions from the school authorities and parents.

e. Arrange for schedule changes, excuses from other classes, and so on.

f. Arrange for transportation.

g. Arrange for the collection of funds, payments, and so on.

h. Make all plans with the safety of the students in mind.

i. Arrange for itinerary, including all stops. Allow plenty of time.

j. Establish rules of conduct.

k. Brief the students. Give them directions: what to do if lost or left behind, what to take along, what they are going to do, what they should look for, what notes they should take, what materials they should bring back. Give them a duplicated study guide.

l. Provide for follow-up activities. Taking along tape recorders and cameras will allow you to bring back a record of what you did.

m. Take steps to see that no one is left out because of lack of money, race, religion, ethnic background, or handicap.

n. Arrange for other adults to help you.[1]

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[1]From Teaching Social Studies in Secondary Schools: A Handbook by Leonard H. Clark. Copyright 1973 by Leonard H. Clark. Used by permission of Macmillan Publishing Co., Inc. All rights reserved.

RESEARCH TECHNIQUES

Research techniques in social studies courses enable students to develop the problem-solving/decision-making skills they will use as active citizens, for resolving personal problems, and in their careers. Through learning basic research techniques, students will know how to find, organize, use, and evaluate information and how to criticize and synthesize knowledge--all of which are important living skills. Research skills may be taught via small groups, teams, or individual projects.

Teaching research techniques will be easier for the teacher if the following points are remembered:

a. Help the students select a topic or problem to investigate, provide samples and materials for background reading, and help students become familiar with available sources of information.

b. Help students locate materials, and review how to use the library and significant reference works.

c. Help students with recording and organizing the information they find through note-taking and outlining skills. Encourage them to skim and analyze the materials they read.

d. Help students with the draft of their research information by having them analyze how to organize their thoughts and how to place the ideas in writing.

e. Help students draw conclusions about what they discovered in their research.

f. Have students report their findings or publish the results of their work.

In some social studies subjects, such as United States history, information found in research will be in primary sources, i.e., original documents, and secondary sources, i.e., history textbooks, etc. Knowing how to use both forms of sources is important. In other social studies courses, such as psychology, methods such as the interview, questionnaire, newspaper, census data, experiments, and survey techniques can be used for acquiring information. Students should have an opportunity to use as many of these as possible in their social studies experiences.

MIDDLE SCHOOL SOCIAL STUDIES PROGRAM

WHY TEACH MIDDLE SCHOOL SOCIAL STUDIES?

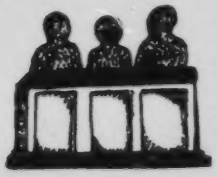
The role of the school in the socialization process reaches an apex during the middle school years. It is imperative that adolescents who are seeking self-identity and self-worth be brought to an understanding of the individual's role in the social structure of the community, state, nation, and world.

A basic understanding of the various levels of political structure provides the middle school student with an opportunity to chart a plan for the future.

Students need to know that ideas and actions that develop into the cultural institutions that affect their daily lives require lengthy and creative attention.

If they are to identify their role in society, the students need to know how geography and people interact to provide the basic needs of societies.

WHAT IS THE GOAL OF THE PROGRAM?



To introduce students to the basic economic, political, and social structures of community, state, nation, and world, with emphasis on the individual's role and responsibility in society.

PROGRAM DESCRIPTION

The social studies program at the middle school level encompasses an overview of geography, history, government, and economics, with

emphasis on the role of the individual in society. Such a program should be structured by using a global view to develop an understanding of the community, state, and nation as political institutions that play a decisive role in the individual's life.

The social studies program should develop concepts and skills that would aid in understanding the life of people in various locales and periods. The curriculum should seek to satisfy these questions: How do people live? What have they done? Where do they live? How do they make a living? How are they governed?

OBJECTIVES

1. To identify the role of the community in the development of the individual as a productive citizen
2. To identify the role of the individual in accepting citizenship responsibility
3. To explain the services provided by the local, state, and national governments
4. To demonstrate an understanding of the community, state, and nation as political institutions
5. To use knowledge of the past to understand the present in order to help solve contemporary problems
6. To demonstrate a sense of responsibility toward society
7. To demonstrate an understanding of, and empathy with, people of other places

For suggested objectives and activities, refer to sections in the HANDBOOK under Economics, Geography, Government, and History.

ECONOMIC EDUCATION-RELATED COURSES

ECONOMICS - JUNIOR HIGH

WHY TEACH THIS COURSE?

The junior high school economics course is important to the adolescent who is beginning to determine some general career directions and to assume an active role as a consumer in society. The student also is developing a cogent awareness of the economic system of the United States through the junior high social studies program, which usually includes a study of United States history, civics, and Oklahoma history. The economics course at this level can be a guide for growth in personal economics as well as help the student determine an individual reference point to society.

WHAT ARE THE GOALS OF THIS COURSE?

To understand the economic system of the United States and the students' place in it.

To formulate a general career plan.

To develop competent consumer knowledge and skills.

To realize that the choices students make will influence the quality of their personal lives and the economic system in which they participate.

COURSE DESCRIPTION

The junior high school economics course should provide students with the basic understanding of how the United States economy works. It should expose students to the economic values consistent with a democratic society. In addition, students should be encouraged to explore career possibilities in the United States economy. It should provide a solid background in consumer education.

OBJECTIVES

1. To define economics and list examples of how students participate in the economic system
2. To list reasons why the study of economics is important to students
3. To define specialization and give examples of it today
4. To explain how specialization increases productivity
5. To identify the industrial revolution and tell how it changed the means of production of goods
6. To define scarcity and describe who makes decisions about what and how much to produce
7. To demonstrate use of decision-making skills to study an economic issue
8. To list what is needed to use resources productively
9. To explain why occupations change with time, and to identify and research an occupation that students feel will be available in the future
10. To distinguish between a market and a command economy and to list the attributes of the market economy

11. To construct a supply and demand schedule and state the universal laws of supply and demand
12. To define profit and list at least two reasons why profit is essential to a market economy
13. To identify the ways in which business is organized, tell how and why people go into business, and discuss the role of investment in the economy
14. To analyze the impact of advertising on the consumer and on business
15. To explain the role of money and banking in an economic system, particularly in a market economy
16. To distinguish between public and private sector in the production of goods and services and tell how and why the government is involved in the economic system

SUGGESTED ACTIVITIES

Careers: Past and Future!

Individual

Have students brainstorm to develop a list of jobs common in 1900 and a list of jobs they believe will be common in 2000. Display the list on a bulletin board labeled Careers: Past and Future! Have each student choose a career from each list and research the following points:

1. Training needed
2. Fringe benefits
3. Income range

4. Working conditions, i.e., cleanliness, travel, physical effort
5. Why they are interested in the work

Students can write their reports and present them to the class orally, or do a graphic display illustrating what they found in their research.

Skills: research, report, discuss, decide

Processes: recall, translate, apply, analyze, evaluate

Making Decisions

Small Group, Case Study (See "Small Group," p. 3; "Case Study," p. 5)

Using current news publications such as newspapers and magazines, have the class in small groups develop a "mini" case study of an economic problem of a business, of one of the levels of government, or of one facing the United States internationally. (See next activity for an example of a case study.) Have each group follow these guidelines:

1. Be brief--no more than one page per case study.
2. Change the names of the countries or companies if desired.
3. Give the facts in one paragraph.
4. Identify the main characters.
5. State the problem clearly.

Have groups trade case studies. Using decision-making skills, each group will develop solutions to the case study they have received. Present case studies and solutions to the entire class.

Skills: research, report, discuss, decide

Processes: recall, translate, apply, analyze, evaluate

A "Heavy" Decision

Small Group, Case Study (See "Small Group," p. 3; "Case Study," p. 5

Set the following scenario and then have students complete the activity.

An equipment constuction company, HEAVY, produced four road-building machines for a third-world country on a special rush order. The machinery was delivered, but a revolution changed the government of the country before HEAVY was paid. Then the government of HEAVY's country cut off relations with the third-world country and froze that nation's assets that had been invested in HEAVY's country. HEAVY needs the $4,000,000 owed for the equipment. You are on the board of directors of HEAVY at a meeting called to decide what to do about the situation. Make a decision.

Skills: report, discuss, decide

Processes: recall, translate, apply, analyze, synthesize, evaluate, hypothesize

Advertisement

Individual

Have students conduct a survey of advertising on TV. They should note what products are advertised at what time, the frequency of ads for a product, and the advertising techniques used to promote each product. Prepare a class chart to show the results. In a summary present the findings of the class over the intercom, in the school newspaper, or in the school display case.

Skills: collect, organize, summarize, present

Processes: recall, translate, apply, analyze

You Can Bank on It

Small Group (See "Small Group," p. 3)

Organize a class bank, using the same principles as for the local bank. For a short time assign jobs on a rotating basis to students so that they can learn the various careers available in banking and the functions of the bank. Some students should be assigned a customer service role for the different banking departments. Use or adapt forms from the local bank. Students should all work in the savings, loan, checking, and investments departments. As an alternative, divide the class into groups and have them form a finance company, an employees' credit union, a savings and loan, and a full-service bank. Each group should role-play and develop charts illustrating the functions of each institution.

Skills: collect, organize, discuss

Processes: recall, translate, apply, analyze

If the Jeans Fit, Buy Them

Individual

Have the students compare quality and price in a comparative shopping project on blue jeans. See who can get the best quality for the lowest price.

Skills: collect, survey, organize, report, discuss

Processes: recall, translate, apply, analyze, evaluate

High Rent or Low Rent

Individual or Small Group (See "Small Group," p. 3)

Role-play an adult in the upper, middle, or lower income bracket

in society. Determine family composition. Then have students do the following:

1. Find a place to live.
2. Apply for a credit card.
3. Buy health, car, and life insurance.
4. Buy a car.

Discuss how income level affects the life-style of families and individuals.

Skills: collect, organize, report, discuss, decide

Processes: recall, translate, apply, analyze, synthesize, evaluate

ECONOMICS - SENIOR HIGH

WHY TEACH THIS COURSE?

Economics is important to include in a curriculum to help students learn how to make wise decisions about the use of personal and societal resources in daily living.

For senior high school students, an economics course is a prerequisite for good citizenship. There will always be limited resources in the world, and every individual needs the knowledge and skills to be able to make rational choices about personal and societal economic problems. In addition, every student needs to understand the economic system of the United States and how it developed. Then students will be able to compare different economic systems and to appreciate their own.

WHAT ARE THE GOALS OF THIS COURSE?

To develop thinking skills that can be effectively used to explore personal and societal economic issues for effective citizenship.

To understand and appreciate the economic system of the United States.

To understand different economic systems and how they have developed.

COURSE DESCRIPTION

Economics as a senior high course focuses on developing economically literate citizens. It should examine the basic concepts and principles of the discipline of economics, including the knowledge and skills required by well-informed consumers; help students relate careers and economics; and enable students to understand how economic systems,

especially the market economy of the United States, function.

OBJECTIVES

1. To describe how the decisions about who will produce, what will be produced, and how it will be produced are made in a centrally directed, free market, and traditional economic system; then to define "mixed" economy and give an example
2. To outline the economic history of the United States
3. To explain how business firms are organized for production and how they are financed
4. To trace and analyze the historical relationship between business and government
5. To describe the role of the consumer in society
6. To compare the economic systems of socialism, communism, and capitalism
7. To explain the basic economic problem of limited resources and unlimited wants of individuals and societies
8. To graph the relationship between supply and demand and illustrate how the pricing mechanism works in the United States' economic system
9. To examine the role of government as a regulator in the economic system
10. To trace the business cycle and identify its implications on the economic stability of the nation
11. To explain how economic performance is measured by government
12. To investigate the conflict between self-sufficiency and interdependence of nations

13. To analyze the relationship between international trade, foreign relations, and the internal politics of a nation

SUGGESTED ACTIVITIES

Model Corporation

Large Group (See "Large Group or Total Class Discussion," p. 3)

Have students form a mock corporation, following the rules and guidelines established by the Secretary of State of Oklahoma, a mock partnership, and a mock proprietorship. Each group must decide these points:

1. The type of business to be formed
2. Organization of business
3. Marketing and distribution
4. Capital investment
5. Budget needs and profit goals
6. The advantages and disadvantages of their form of business organization for performing their business

Have each group report their conclusions to the class.

Skills: collect, organize, report, discuss

Processes: recall, translate, apply, analyze, evaluate

Production

Individual

Have each student select a raw product/natural resource from Oklahoma and chart its role in the production cycle to the finished product. Include the factors of production required, i.e., human, capital, and managerial, and how government influences the production system. Prepare charts illustrating the process on poster board or butcher paper. Have each student summarize the process of the production cycle using his or her product.

Skills: collect, organize, report, summarize, discuss

Processes: recall, translate, apply

Economics in Politics

Large Group (See "Large Group or Total Class Discussion," p. 3)

Divide the class into political parties--Democratic, Republican, and perhaps a third party. Have each party organize a mock campaign using only economic issues. They should develop the party platform and prepare speeches for presentation to:

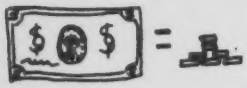
1. Businesspersons
2. Labor union workers
3. Government workers

Prepare a display illustrating party positions. Have a leader from each party present the party's views to another class. Conduct a ballot with that class. Analyze the results.

Skills: organize, collect, discuss, support

Processes: recall, translate, apply, analyze

The Shrinking Dollar



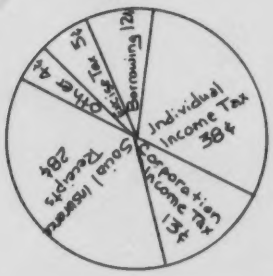
Individual

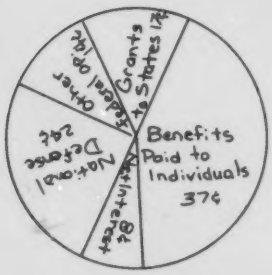
Have students prepare a price index comparing actual prices of common items in 1950, 1970, and 1980. Use the Consumer Price Index as a guide. Discuss:

1. How have prices changed?
2. In what areas are there the greatest changes? Why?
3. What does the dollar buy today compared with what it bought in 1950 and 1970?

Skills: collect, organize, discuss, compare

Processes: recall, translate, apply, analyze, evaluate





CAREER EDUCATION

WHY TEACH THIS COURSE?

Career education has emerged to help students see the relationship between school and the "work" world. This course stresses mastering those personal and work-related skills students will use in a career.

Career education helps students develop a positive self-concept and acquire the decision-making skills related to the world of work. Students gain greater awareness of self, career opportunities, and how education prepares them for work. A solid career education course is an excellent training ground for good citizenship.

WHAT ARE THE GOALS OF THIS COURSE?

To gain self-understanding.

To master the decision-making skills needed to determine a career direction: to seek, secure, and retain a job, and to develop efficient working habits.

To assist students with how to adjust to a constantly changing society and its demands.

To expand student awareness of the need to find meaning through work, to use leisure time productively, and to be an active citizen.

COURSE DESCRIPTION

Career education should include activities that promote positive self-concept development, increase awareness of career opportunities, develop consumer and personal economic knowledge and skills, and help students learn where their career interests fit into the economic system and their role as citizens.

OBJECTIVES

1. To describe school learning activities that can lead to career choices
2. To list personal goals to achieve that would give students more responsibility
3. To describe personal characteristics that increase cooperation with classmates, parents, and teachers
4. To give personal definition of success and identify ways people can achieve success
5. To describe personal, educational, and material resources required to achieve tentative career goals
6. To describe students' own abilities and interests and name occupations in which these interests and abilities can be assets
7. To describe general characteristics of several occupations, tasks performed by workers in those occupations, and worker requirements for those tasks
8. To list ways people make decisions; to use case studies to demonstrate knowledge of the decision-making process and how it can give students more control over their lives
9. To identify the personal characteristics needed to help a group get a job done
10. To identify work that is a tool for positive social and environmental changes
11. To state ways students can find out more about themselves, describe how learning about oneself involves psychological

risk, and develop a ranking of personal values

12. To participate in a task-oriented group and evaluate student roles as members of the group
13. To list similarities and differences among life-styles and give an example of how one must sometimes compromise to achieve a desired life-style
14. To describe the relationship between income and life-style

SUGGESTED ACTIVITIES

Economic Discrimination

Research (See "Research Techniques," p. 14)

Historically, indentured servitude provided the means for many Asians to come to the United States. Ask students to compare the characteristics of slavery with indentured servitude. Ask students to consider for Asians:

1. The amount of money offered for emigrating to America
2. The kinds of jobs offered
3. The wages
4. The working conditions
5. The reasons for emigrating

So that students can see the difference in conditions under which Asians lived when they arrived in the United States as indentured servants compared to conditions for many Asian Americans in the 1980s, ask students to develop a date retrieval chart. They can determine the categories thay want to include for Chinese, Japanese, Koreans, and Vietnamese. Some possibilities are illustrated in the following chart.

	Average Income	Kinds of Work	Years of Greatest Immigration	Area of Population Concentration
CHINESE				
JAPANESE				
KOREAN				
VIETNAMESE				

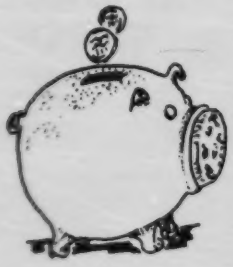
Using the chart, discuss the following:

1. Have the Asian Americans encountered discrimination in the kinds of work available to them? Why or why not?
2. Define economic discrimination.
3. How can people combat economic discrimination?

Skills: collect, organize, categorize, define, hypothesize, discuss

Processes: recall, translate, analyze, synthesize, evaluate

Allocating Your Income



Case Study (See "Case Study," p. 5)

Present the following scenario and then have students complete the activity.

Pretend that you are going to move out of your parents' or guardians' home and into a place of your own. You have a job making $3.94 per hour, which is $630 monthly gross, $500 monthly net, or $8,190

yearly gross.

You must budget only for the net income. If you are planning to be married in the immediate future, budget for two people on one income.

You are to rent an apartment or house from the newspaper want ads. Cut out the want ad and attach it to your budget. In addition, call and find out the EXACT cost of housing. Get a brochure to turn in if possible.

You must buy your groceries from the newspaper advertisements also. Do not plan on driving to every grocery store in town for a bargain . . . you'll spend more on gasoline than you'll save on groceries. Buy enough food to last approximately one month. And plan well-balanced meals!

You must make a grocery list for enough food to last one month. You will find prices of the items that you wish to purchase in the newspaper ads. Thursdays are the best days for finding sales at the grocery store. Thursday is also the day that most stores advertise.

You should include a list of sundries and prices, including tax. This area includes makeup, deodorant, shampoo, hair spray, razor blades, perfume, panty hose, after-shave, bath soap, toothpaste, aspirin, jewelry, magazines, tapes, records--all of those little things that cost so much money.

Prepare a summary answering the following questions:

1. What were the biggest budget problems you had?
2. What were ways of saving money that you learned from the project?
3. What were your largest expenses?

4. What did you do without that you really wanted?
5. What are the advantages and disadvantages of an hourly wage job?
6. How would your budget differ if you made $25,000 per year?
7. What would happen if you lost your job or became disabled?

Skills: organize, locate, summarize, hypothesize, compare

Processes: analyze, evaluate

Careers: Long-range Planning

Individual

Have students prepare a complete enrollment program for the rest of their high school career after assessing their self-interests using the following list:

1. High financial reward (at least $_____)
2. Job security (little chance of losing job)
3. Long vacation
4. Not strenuous (little physical activity)
5. Clean physical environment
6. Variety in the tasks
7. Little work at night or on weekends
8. Involves travel
9. Interesting work to you personally
10. Is a job that helps people
11. Ranks high in prestige among your friends
12. Work with interesting people
13. Other, specify _____

Next invite the high school counselor to discuss long-range

planning for enrollment and what students need to consider. Along with their final enrollment plan, students also should discuss, or in a written summary share, why they have designed the plan.

Skills: locate, organize, discuss

Processes: recall, translate, apply, analyze, synthesize, evaluate

INTERNATIONAL RELATIONS

WHY TEACH THIS COURSE?

The illusion of economic self-sufficiency for the industrialized world faded during the worldwide energy crisis of the 1970s. To meet the demands of the changing world, all Americans need to be knowledgeable about how and why this nation develops relationships with other nations. Personal consumption, career choices, and voting decisions are now acutely influenced by what is happening between the United States and other nations, by internal affairs of other nations, and also by what is happening between other nations. National survival is directly linked to international relations; therefore, students should have exposure to the course to be adequately prepared for the future.

WHAT ARE THE GOALS OF THIS COURSE?

To increase knowledge and understanding of the complex process through which the United States relates to other nations.

To know the historical development of the United States' diplomatic relations and how it has shaped our outlook toward the world today.

To be knowledgeable of the economic interdependence of the world and how it determines relationships between and among nations.

To promote international/multicultural understanding in a positive manner.

COURSE DESCRIPTION

A course in international relations should include the diplomatic history of the United States. International Relations is usually more appropriate for high school students and deals with the process of

nations interacting and examines global problems.

All of the social sciences must be used in international relations courses, but economics should be at the core. Contemporary international relations revolve around economic issues, such as energy, the international money market, and the control and development of natural resources needed for industrialization.

OBJECTIVES

1. To trace the diplomatic history of the United States
2. To describe the functions of the departments of government most involved in implementing relations between the United States and other nations
3. To identify major international issues of the time and classify them in order of importance
4. To demonstrate knowledge of the physical, cultural, economic, political, and geographical aspects of the nations that are most affected by the major international issues
5. To list ways in which international issues affect students' personal lives and life in their communities
6. To examine the concept "economic interdependence" in international relations
7. To summarize and present a position statement on major humanitarian and/or multicultural issues of the time
8. To select a major international issue and use decision-making skills to:
    a. isolate the economic, political, historical, social, and geographical factors involved

b. demonstrate the process of developing a hypothetical resolution of the issue

SUGGESTED ACTIVITIES

Location-Culture

Small Group (See "Small Group," p. 3)

Have students list and locate on a map the ten countries they feel will be the most influential in world affairs in the future. Discuss why. Prepare a bulletin board illustrating these nations and showing the link between these countries and the United States, or have the students in small groups prepare a collage on each nation, representing its goals, people, land, government, and society.

Skills: list, locate, discuss, present, display, organize, collect

Processes: recall, translate, apply, analyze, synthesize, evaluate

Country Specialization

Individual

Have students select a country to study. They should keep a notebook on that country that will include news articles and information from other resources. Each student will become the expert on that country for the class. The notebooks should be kept for the entire semester. Periodically, students should report to the class what is happening in their adopted country or write a summary for the teacher. The class could also publish for the school a newspaper that would include a brief article about each country.

Skills: collect, organize, locate, report, summarize, discuss

Processes: recall, translate, apply, analyze, synthesize, evaluate

Solving World Problems

Small Group (See "Small Group," p. 3)

Have students identify the five most serious problems that may face the world during the next twenty years. Divide the class into groups, one group for each problem. Each group should prepare a position for the United States foreign policy to be presented to the president. The position must reflect what the problem is, what nations are most concerned and why, and three alternative positions with facts to support each one. The final position, designed to become a part of American foreign policy, would be presented with supporting information.

Skills: identify, research, discuss, locate, organize, hypothesize

Processes: recall, translate, apply, analyze, synthesize, evaluate

Model United Nations

Individual or Large Group (See "Large Group or Total Class Discussion," p. 3)

Conduct a model United Nations General Assembly or Security Council meeting in class. Students should become experts on a country. The organization and procedures of the United Nations should be included. Students also need a briefing about Robert's Rules of Order on how to conduct a meeting. Three to five resolutions to be presented to the United Nations for adoption should be prepared by the teacher or students. Each country's representatives should receive the resolutions several days before the meeting so that they can prepare a position for the meeting. Conduct the meeting in a formal manner. Afterward,

debrief or have students write a summary of the meeting and their country's feelings about the results.

Skills: discuss, debate, locate, organize, summarize

Processes: recall, translate, apply, analyze, synthesize, evaluate

Foreign Products Survey

Individual

Have students survey community grocery stores to identify those products that are imported from another nation. Ask students to prepare a class world map or chart to identify how much is imported and from where. Discuss results with students.

Skills: locate, organize, discuss, identify

Processes: recall, translate, apply, analyze

Geographical-Cultural Development

Individual

Have each student select a nation and prepare a three-dimensional map of the country. Then have them describe how the nation's geography has influenced its development.

Skills: locate, organize, describe

Processes: recall, translate, apply, analyze

Multicultural Aesthetics

Individual

Have a multicultural day. Have students select a nation and present only the aesthetic culture of that nation on charts or bulletin boards or from artifacts. Music, art, cuisine, and crafts can all be presented. Have students share how the art reflects the culture.

Skills: locate, collect, organize, discuss, present

Processes: recall, translate, apply, analyze, synthesize, evaluate

EVALUATION

Evaluation may be accomplished through multiple-choice questions created from the objectives. The multiple-choice questions should be written in such a way that they test the student's ability to analyze, apply, synthesize, and evaluate.

GEOGRAPHY-RELATED COURSES

GEOGRAPHY - JUNIOR HIGH

WHY TEACH THIS COURSE?

Junior high students need some very basic geographic concepts and skills of a most general physical and cultural nature. The understanding of these concepts and the ability to use these skills will be available in later social studies courses about people of the United States and the rest of the world in their search for solutions to basic economic, social, political, and cultural problems.

WHAT ARE THE GOALS OF THIS COURSE?

To provide students with an understanding of how geographic location and barriers influence any group's basic economic, social, political, and cultural decisions.

To help students understand that, at any time, the development of technology weakens geographic barriers, thus increasing the interdependence of groups.

COURSE DESCRIPTION

Geography for junior high should be concerned with the concepts of location, direction, distance, size, shape, and interdependence. The content should encompass not only the United States, but all continents, bodies of water, and major geographical divisions of the world. The course should be global in nature and initiated from any knowledge about

local and United States geography learned in the elementary grades.

OBJECTIVES

1. To locate and label the continents on a world map
2. To name the fifty states of the United States and locate an label the states adjacent to Oklahoma
3. To define latitude, longitude, interdependence, nation, and continent
4. To locate and label nations in any specific region of the world
5. To locate and label major river systems of the world
6. To locate and label major rivers of Oklahoma
7. To list natural resources that the United States needs from other regions of the world and match the resources to the regions; to list important products that other nations need from the United States
8. To explain the difference between a physical and political map
9. To mark directions on a map and to explain the legend or key to any map

SUGGESTED ACTIVITIES

Using Latitude and Longitude

Large Group, Simulation (See "Large Group or Total Class Discussion," p. 3; "Questions," p. 1; "Simulation," p. 10)

The teacher will prepare slips of paper labeled with latitude and longitude locations outside Oklahoma and on other continents or islands.

For the students:

Your family is being transferred to a better job at another location. You will be provided with a slip of paper with the latitude and longitude of your new location. Find the location on a world map or globe and answer the following:

1. On what continent or island is your new location?
2. What direction is it from your present location (home)?
3. Approximately how far is your new location from your present home?
4. What bodies of water or landforms will you have to cross in your move?
5. Will you be north or south of the equator after you move?
6. Is Oklahoma north or south of the equator?
7. Will you travel to your new location by car, boat, or plane? Explain.
8. Is the climate in your new location warmer or colder than the climate in Oklahoma? Explain.
9. What kind of clothing will you need? Explain.

Skills: compare, locate, explain

Processes: recall, apply, analyze, synthesize, evaluate

Survival Geography

Small Group, Simulation (See "Small Group," p. 3; "Simulation," p. 10)

Set the following scenario and then have students complete the activity.

Your plane has crashed in a remote area: Africa, South America, Siberia, Latin America, or Australia. Using a world map for questions

1, 2, and 5, complete the following:

1. Find the latitude and longitude of the location where you crashed.
2. How far are you from a populated area?
3. What immediate economic decisions will you have to make?
4. What decisions will you have to make so that you will survive?
5. What barriers lie between you and the populated areas?
6. Using encyclopedias or textbooks, find what economic and political systems the populated area near you has.

Discussion: What decisions do people have to make to survive? What methods may a group use to make these decisions?

Skills: hypothesize, discuss, decide

Processes: recall, apply, analyze, evaluate

Where in the News

Large Group (See "Large Group or Total Class Discussion," p. 3)

Have students select five locations in the world from newspaper articles. Ask them to find on a world map the latitude and longitude of each location.

Skill: locate

Processes: recall, apply

Alert! Alert!

Large Group (See "Large Group or Total Class Discussion," p. 3)

Give the students the latitude and longitude of the location of a hurricane and the direction in which it is moving. The students will locate the hurricane on a world map and estimate the approximate land

area it will strike.

Skills: locate, estimate

Processes: recall, apply

Geography Quiz Show

Large Group (See "Large Group or Total Group Discussion," p. 3)

Set a quiz-show type of game with questions concerning location, resources, and capitals of states. Allow students to study the information after they have collected it and proceed with the game.

Skills: locate, record

Process: recall

Where Latitude and Longitude Meet

Large Group (See "Large Group or Total Class Discussion," p. 3)

Let students help mark off latitude and longitude with masking tape on a large section of floor. Superimpose with masking tape a continent (Africa would be simple). Assign one latitude to one student and longitude to another. Let them walk until they meet. Matching their location with a physical wall map, the students will describe their surroundings.

Skills: describe, locate

Processes: recall, apply, analyze

You Take the High Road and I'll Take the Low Road

Small Group (See "Small Group," p. 3)

Make an outline map of Oklahoma on the floor with masking tape. Have members of the group find the elevations of various locations in Oklahoma. Present the elevations to the class. To show comparisons of

elevations, let students explain a region of sea level to 500 feet by standing on a box; a region of 500 feet to 3,000 feet by standing on a chair; and a region above 3,000 feet by standing on a ladder.

Discussion:
1. In which direction does Oklahoma slope?
2. How does this explain the flow of rivers?
3. How might this affect Oklahoma's climate?
4. Discuss local variations of landforms.
5. How do Oklahoma's landforms, climate, and elevations affect the use of the land?

Skills: discuss, explain, compare

Processes: recall, translate, apply, analyze

Regional Carpets

Large Group (See "Large Group or Total Class Discussion," p. 3; "Research Techniques," p. 14)

Have students select a region in Oklahoma, such as Green Country or Red Carpet, and prepare an oral or written report on the location in relation to other regions in the state, including natural resources, major industries, universities, colleges, major highways (interstate and turnpikes), and ethnic backgrounds of the groups living in the region.

Skills: locate, report, compare

Processes: recall, translate

EVALUATION

Test items can be prepared for each of the objectives, or the objectives may be used as test items.

Test items may show that the student has mastered the processes

listed for each activity. For example, give students a map of some part of the world. The map should contain latitude, longitude, directions, and a legend showing location of natural resources. The test items would require the student to locate a place on the map by using latitude and longitude, to determine directions, and to list natural resources.

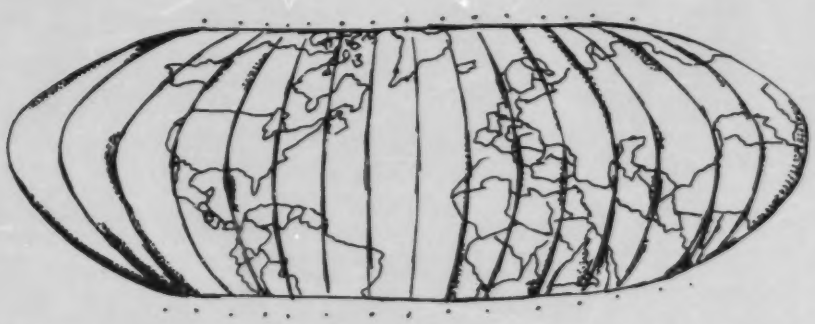
GEOGRAPHY - SENIOR HIGH

WHY TEACH THIS COURSE?

Economic interdependence of nations and regions of the world requires that we have a better understanding of other groups. United States citizens can no longer afford the luxury of imagining themselves isolated from the rest of the world and unaffected by economic, social, and political events occurring outside their own borders. The geography of a nation or a region has and does influence the way people solve their basic economic problems and how their cultures develop.

WHAT ARE THE GOALS OF THIS COURSE?

To understand how location, climate, and natural resources are related to the growth of a nation and its relationship to other parts of the world.



COURSE DESCRIPTION

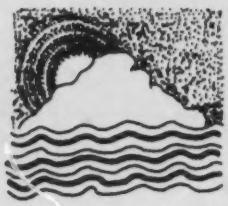
The high school geography course should provide background for examining global relationships and problems. The students and teachers should select for investigation topics such as regional relationships in culture, trade, natural resource use, world population, inflation,

power, ethnic groups, groups of diverse religious beliefs, urbanization v. rurality, allocation of capital resources, tradition v. change, and world hunger.

OBJECTIVES

1. To list major economic, cultural, and political problems of at least one region of the world and explain how they affect the United States
2. To list influences of the cultural and physical environment that have caused economic, cultural, and political problems in a region
3. To suggest solutions to at least three of the problems of a region studied

SUGGESTED ACTIVITIES



Where Am I? (Environment)

Small Group (See "Small Group," p. 3)

Introduce the concept of environment. Divide the class into small groups and have each group select the category Physical Environment or Cultural Environment. Each group records its understanding about environment and students write a description of their own physical or cultural environment.

Skills: determine, record, describe

Processes: recall, apply, analyze, evaluate

Where Am I in the World?

Individual

Ask students to draw a circle about the size of a quarter at any location on a world map. Have them record the location they have encircled. Have students find information about the area on a physical or political world map, in an encyclopedia, world atlas, textbook, or any other reference, and complete the following:

1. Record information about the physical environment within the circle.
2. What languages are spoken by the people in this environment?
3. What religions do most of the people of the area follow?
4. Is it an urban or rural area?
5. Describe the climate of the area.
6. If you moved to this area, how might your life-style be different than it is presently? What adjustments might you have to make to your new physical environment? What new ideas about your new cultural environment might you need to understand?

Skills: locate, collect, record, discuss, hypothesize

Processes: recall, apply, analyze, evaluate, synthesize

Community Changes

Individual

Have students interview one or more older citizens in their community concerning the change of land use in and around the community. Have students use the following questions in their interviews: Why were

these changes made? How did they change your physical environment? How did they change your cultural environment? Are there any proposed changes of the environment in the future? Using information collected from the interviews, direct a class discussion on the following questions:

1. How will the future modification of the environment change the way people live and make a living?
2. Will the modification affect transportation and communication?
3. Will the changes be harmful or beneficial to the people in the environment?

Skills: interview, report, discuss, hypothesize

Processes: recall, apply, analyze, synthesize, evaluate

Religion in My World

Small Group (See "Small Group," p. 3)

Let students examine the physical and cultural environment of their neighborhood. Have each group list evidence of religion they see in their neighborhood. Ask students: What do these evidences tell about the people living in this environment?

Skills: list, discuss, examine

Processes: recall, apply, analyze, evaluate

Pollution in My World

Small Group (See "Small Group," p. 3)

Divide the class into small groups and have groups find some evidence of pollution in their local environment. Ask groups to list the effects of pollution on the cultural and natural features of the

environment, and suggest some solutions.

Skills: collect, organize, record, list, hypothesize

Processes: recall, apply, synthesize, evaluate

How to Find Treasure

Individual or Small Group (See "Small Group," p. 3)

Have students make a classroom or showcase exhibit of flat world maps; global satellite maps; globes; and Mercator, polar, and interrupted equal-area projections. The exhibit should demonstrate how effectively the physical environment is depicted on each.

Skills: collect, organize

Processes: recall, apply

True or False

Individual

Ask students to make a street map of their community or neighborhood. Have them list discrepancies, distortions, and biases as shown by the map.

Skills: list, compare, construct, collect

Processes: recall, apply, analyze

To Know Others

Individual or Small Group (See "Small Group," p. 3)

Encyclopedic knowledge of temporary conditions of countries and continents of the world, achieved through study of one area at a time, is soon forgotten. The following project, in which students examine a region in detail, using geography and other social education skills previously learned, should help the students apply these understandings

to other regions and nations.

Students or groups should select one of the following regions:

Western Europe

Soviet Union and Eastern Europe

Middle East and North Africa

Sub-Sahara Africa

Pacific World

United States and Canada

China

Japan

India

Latin America

Using the following outline, have students collect information and make a report for the class.

I. Location
   - A. Physical environment
   - B. Cultural environment

II. History of climate change for the area
   - A. How people have adapted the physical environment to meet their economic needs (use of technology)
   - B. How cultural development has been affected by climate change

III. Description of the climate in this region today
   - A. How climate affects economic development of the region
   - B. How climate affects political power of the region

IV. Positive and negative forces affecting the growth of the region

A. Population growth and distribution

B. Natural resources distribution and use of natural resources

C. Production and distribution of food and other goods

D. Source and allocation of capital resources

E. Treatment of women, the poor, and minorities

F. Income distribution compared to that of other regions of the world

G. Relationship with the rest of the world, with emphasis on the United States, Canada, and Latin America

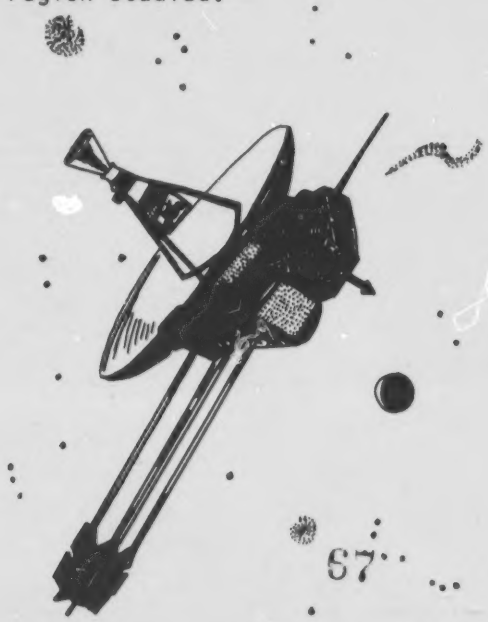
Ask students: What seems to be the economic, political, and cultural future of this region?

Skills: collect, organize, hypothesize, describe, explain

Processes: recall, translate, apply, analyze, synthesize, evaluate

EVALUATION

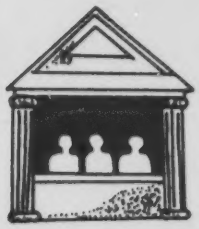
Have students use their notes from the preceding project to write a two- or three-page paper suggesting solutions to three major problems existing now in the region studied.



GOVERNMENT-RELATED COURSES

CIVICS, GOVERNMENT, POLITICAL SCIENCE, PROBLEMS OF DEMOCRACY

WHY TEACH THESE COURSES?



Thoughtful, informed citizens of a community, state, and nation do not develop without guidance. It is dangerous to assume that people will eagerly participate in self-government without being taught to do so. Our nation's electoral experiences with voter apathy have dramatically illustrated the truth of this.

The survival of democratic institutions requires broad-based citizen participation, which does not always occur naturally. We must strive to interest our students in self-government as well as inform them of its workings. We must encourage the development of citizens who consider themselves full partners in democracy.

WHAT ARE THE GOALS OF THESE COURSES?

To provide students with the knowledge and skills necessary to successfully perform as citizens in a complex, pluralistic, democratic society.

To instill a feeling of patriotism through an understanding of the purpose of our democratic society.

COURSE DESCRIPTION

Civics, Government, and Political Science are titles that are generally interchangeable as to course content. Civics is a term usually associated with government-related courses at the junior high

level, while Political Science and Government are titles for senior high courses of the same or similar content.

These courses deal with the development of our constitutional government, its economic system, and with the structure and function of local, state, and national governments within that constitutional and economic framework. Government-related courses also examine the meaning of citizenship and the rights and responsibilities of citizens.

Problems of Democracy is a course that deals with contemporary issues that confront domestic American society. Specific problems such as penal reform, alternatives to the electoral college, sexual bias, racial discrimination, the energy crisis, inflation, unemployment, poverty, and environmental concerns are examined to challenge students to reach toward solutions.

OBJECTIVES

1. To demonstrate the skills of critical thinking necessary for analyzing the problems of our times and developing solutions
2. To explain the difference between fact and opinion and give examples of each
3. To explain why laws are necessary in human society
4. To describe the pluralistic nature of our society and demonstrate respect for individual differences within that society

5. To describe the rights and responsibilities of citizenship and demonstrate respect for the rights of others
6. To describe the relationship between local, state, and national governments within our federal system and the functioning of each
7. To describe the function of each of the three branches of government and explain how each branch checks the others
8. To explain the legislative processes in national and state government
9. To describe the process of electing a president
10. To explain the difference between statutory law, common law, administrative law, and constitutional law
11. To define the meaning of due process and explain how due process affects the individual citizen
12. To explain how resources are allocated within our free enterprise system
13. To contrast capitalism with other economic systems and describe the effect that the economic system has on the life of the individual citizen within that system
14. To compare our constitutional democracy with other forms of government, past and present

SUGGESTED ACTIVITIES

Case Study Collage

Small Group (See "Small Group," p. 3)

Have the students read from a textbook or a handout prepared by the

teacher the facts and issues of a Supreme Court case. Do not inform them of the court's decision at this point.

Divide the class into three groups--a fact group, an issues group, and a decision group. The fact group will be responsible for preparing a collage showing the facts of the case that is being studied. The issues group will construct a collage that demonstrates the issues involved in the case. The decision group will act as the Supreme Court and make a decision based on the facts and issues of the case. The decision group will then construct a collage that shows the decision they have reached.

Each group, in turn, will show its collage to the class and will discuss with the class the meaning of the things in the collage. After the class has discussed the case and the decision group has shown its collage on the decision that was reached, the teacher may reveal the actual decision of the United States Supreme Court in the case.

Skills: collect, organize, discuss, show, report

Processes: recall, translate, apply, analyze, synthesize, evaluate

Public Opinion Poll

Individual, Small Group, or Large Group (See "Small Group," p. 3; "Large Group or Total Class Discussion," p. 3)

Public opinion polls may be taken on a great number of subjects. Surveys may be made to predict local voting in an election or to measure public sentiment about important issues. They may also be used to test voter recognition of the names of major political figures.

The teacher and the students should work together on deciding specifically what they want measured by their poll. Once this decision

has been made, the students may begin developing the questions to be asked by the survey.

Voter responses to the opinion survey may be obtained in many ways. Students may poll their friends, neighbors, and family members. Teams of students may poll shoppers at busy shopping centers. Especially ambitious students who have done more study on polling techniques may wish to map out a scientifically accurate cross-section of the community for a telephone survey.

Results of the poll should be tabulated into percentages. In a class discussion, draw conclusions on relationships of the objectives to the information acquired by the poll. It is possible that local news media may give coverage to the results of the poll. A student or committee of students could be assigned to prepare a news release for distribution to local newspapers and television and radio stations.

Skills: measure, discuss, organize, collect

Processes: recall, translate, apply, analyze, evaluate

Editorial Cartoons

Individual or Small Group (See "Small Group," p. 3)

Students should be assigned to clip editorial cartoons from a variety of sources and bring them to class over a period of time. These cartoons may then be studied in class, with students discussing the meanings. The cartoons may be made into transparencies to facilitate class discussion.

Following the study of editorial cartoons, the class should be divided into several small groups. Each group will be assigned to use what has been learned to prepare an editorial cartoon of poster-board

size on a current political problem or issue. Each group will then present its cartoon to the class for discussion and criticism.

Skills: collect, organize, discuss, report

Processes: recall, translate, apply, analyze, synthesize, evaluate

Mock Legislative Body

Large Group (See "Large Group or Total Class Discussion," p. 3)

A single class or a combination of several classes may be convened into a house of congress, a house of the state legislature, or a city council. The students would then elect their own officers, and the class would follow legislative procedures to debate and adopt legislation. The class may be developed into committees for committee study of bills before they reach the floor.

Prior to this activity, the students should be assigned to write proposed bills on any subject that would be appropriate to the legislative body that they are going to simulate. These bills would provide the materials for the mock legislative body's deliberations.

Skills: organize, debate, adopt, committee study, discuss

Processes: recall, translate, apply, analyze, evaluate

EVALUATION

Evaluation may be accomplished through multiple-choice questions created from the objectives. The multiple-choice questions should be written in such a way that they test the student's ability to analyze, apply, synthesize, and evaluate.

OKLAHOMA HISTORY

WHY TEACH THIS COURSE?

The state of Oklahoma was created by a unique set of geographic, historical, and social circumstances. An understanding of the present-day state requires an understanding of these circumstances.

The problems and opportunities that face Oklahoma today and those that will arise in the future have their roots in our state's historical background. We emphasize a study of our state's past so that students will better understand the present in which they live and to prepare them to build the kind of future in which they will want to live.

WHAT ARE THE GOALS OF THIS COURSE?

Oklahoma history is taught to develop in students a better understanding of their state through a study of the geographic, economic, political, and social settings that created the present-day state of Oklahoma.

COURSE DESCRIPTION

Oklahoma History is a one-semester course that examines the geographic and historical foundations of our state. Oklahoma's past is studied from its prehistory through the present with an emphasis on the influence that the past has had in molding the present.

One semester of Oklahoma history is

required by Oklahoma state law for high school graduation.

OBJECTIVES

1. To identify and locate major geographic features of Oklahoma, locate major cities, and describe climatic variations within the state
2. To describe prehistoric life in Oklahoma and to explain the changes that the following factors made in the lives of Oklahoma's prehistoric inhabitants: the extinction of many animals, including the mammoth, that occurred eight to ten thousand years ago; the development of agriculture; the arrival of European explorers; the arrival of the horse
3. To explain the reasons for European exploration and contrast the differing attitudes of the nations that claimed and explored Oklahoma
4. To explain the circumstances of Oklahoma's acquisition by the United States and describe the early American explorations of Oklahoma
5. To describe the tribes of Indians already residing in Oklahoma and explain the reasons for the removal of other tribes to Oklahoma
6. To describe Indian life in Oklahoma from 1830 to 1861 and explain the effects of the Civil War on that way of life
7. To explain the effect of cattle drives and railroad building on the economic and political development of Oklahoma
8. To contrast the differing attitudes toward settlement and statehood that were held by the following special-interest

groups: Indians, ranchers, railway companies, farmers, businesspersons, and the United States Congress

9. To explain the government of Oklahoma Territory and contrast it with the government of Indian Territory
10. To describe the statehood movement and the work of the Constitutional Convention
11. To describe the early government of the state of Oklahoma and discuss the major problems that it faced
12. To discuss current issues and problems facing the state of Oklahoma and their development through the state's history
13. To describe the effect of Oklahoma's natural resources (oil, coal, farmland, timber, water, etc.) on the state's development

SUGGESTED ACTIVITIES

Museums--Our Windows on the Past

Field Trip (See "Field Trips," p. 12)

Students will take a field trip to one of the many Oklahoma museums that provide exhibits from several different periods of Oklahoma's history. Some of Oklahoma's museums, such as the Museum of the Great Plains in Lawton, have educational curators who have developed excellent programs for students.

Following the field trip, students will write a paper in which they describe and contrast life in two different periods of Oklahoma's history.

Skills: describe, contrast

Processes: recall, apply

Native American Culture

Individual

Each student will choose one Indian tribe from Oklahoma's history, research that tribe, and make something to represent the tribe's culture or folklore. The student's project may be no larger than one foot square or one foot in diameter. Possible projects are pottery, articles of clothing, beadwork, masks, art objects, models of Indian dwellings, or anything else that the student can think of to represent that tribe's culture or folklore. The projects will be graded on neatness, creativity, uniqueness, and tribal accuracy.

The student must write a separate description of how the project represents the culture and folklore of the tribe. The description must also include a list of information sources used by the student. This would be a good opportunity to teach proper bibliographical form.

Skills: describe, list, organize, collect

Processes: recall, apply, analyze, synthesize, evaluate

Made in Oklahoma Report

Individual

Each student will write a report about a product that is made in Oklahoma. Each report will include the following:

1. The name of the product
2. The name of the company that manufactures the product
3. The location of the company
4. The age of the company
5. The number of people employed by the company
6. The marketing area for the product

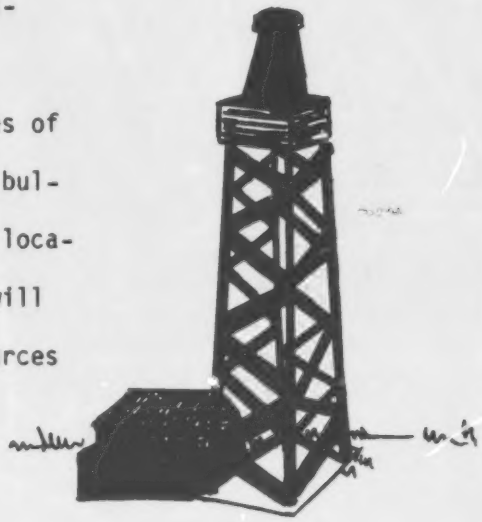
7. How the product utilizes Oklahoma's natural and human resources

Skills: collect, categorize, report, explain

Processes: recall, translate, apply, analyze, evaluate

Natural Resources Map

Large Group (See "Large Group or Total Class Discussion," p. 3)



Students will research the natural resources of Oklahoma. The class will then construct on the bulletin board a large map of Oklahoma showing the location of Oklahoma's natural resources. The map will include a list of products made from these resources and any other uses of the resources.

Skills: collect, organize, locate, list

Processes: recall, apply, translate

Indian Cooking

Large Group (See "Large Group or Total Class Discussion," p. 3)

While studying Indian culture, present the following Indian recipes to the students:

1. Dried Meat Cakes

   Put tender lean meat in the oven until dry and brown. Pound or grind until it is the consistency of coarse cornmeal. Mix the dried, ground meat with marrow bone butter and sugar to taste. Form into small cakes and let dry. Serve cold.

2. Dried Corn Boiled

   Boil dried corn until tender. Season with salt and pepper.

3. Kiowa Hash

Cut dried meat into small pieces. Add chopped suet, chopped onions, and sliced potatoes. Boil until tender.

4. Indian Fry Bread

Make a dough with 2 cups of flour, 4 teaspoons of baking powder, and 3/4 cup of sweet milk or lukewarm water. Roll or pat the dough into any shape desired and fry in deep hot fat. Serve hot.

5. Mesquite Beans

Leave the mesquite beans in their shells. Cover with water and cook until tender. Season with sugar to taste.

Discuss the recipes with the students. The following are suggested discussion questions:

a. Which ingredients were available to the Indians before the arrival of white people?

b. Why is dried meat used so frequently in the recipes?

c. Why was the corn in recipe 2 dried?

d. What ingredients could the Indians get from the natural environment?

e. What kind of meat would the Indians have used 120 years ago? What happened to that source of meat?

f. How does the food used by Indians compare with the foods of other cultural groups?

In cooperation with the school's home economics department, it might be possible to actually prepare one or more of these recipes for the students to sample.

Skill: discuss

Processes: recall, apply, translate, analyze

Should Indian Territory Be Opened to Settlement?

Small Group (see "Small Group," p. 3)

Divide the class into five small groups. Assign each of the small groups to represent one of the following special-interest groups: Indians, ranchers, railroad companies, farmers, and businesspersons.

Give the students the following instructions after they have been divided into groups:

You are living in the period just before Oklahoma was opened to settlement. As a member of the special-interest group to which you have been assigned, you have definite opinions about opening Indian Territory to settlement. You will discuss those opinions with the others in your group and write a short statement that explains those opinions. Each group will read its opinion to the class and be prepared to defend it.

Skills: discuss, list, defend, hypothesize, summarize

Processes: recall, translate, apply, analyze

Oklahoma History Case Studies

Many teachers are unaware of the number of Supreme Court cases that have affected Oklahoma's history. The following list is a partial compilation of Supreme Court cases a teacher might use for classroom case studies. For more information on the use of case studies, see "Case Study," p. 5.

Cherokee Nation v. Georgia (1831)

In this case the United States Supreme Court denied the contention that the Cherokee Nation was an independent foreign state. The court

ruled that the relation of Indian tribes to the United States Government "resembles that of a ward to his guardian."

Worcester v. Georgia (1832)

In this case the United States Supreme Court declared unconstitutional the Georgia statute that required state licenses before missionaries could work among the Cherokees. Samuel Worcester had been imprisoned under the statute.

The Cherokee Tobacco Case (1871)

In this case the Supreme Court ruled that an 1868 statute that established an excise tax on tobacco products overruled provisions of an 1866 treaty that exempted the Cherokee Nation from taxation. This ruling forced the payment of federal excise taxes on tobacco products manufactured in the Cherokee Nation.

United States v. Texas (1896)

In this case the Supreme Court declared the south fork of the Red River to be the boundary between Texas and Oklahoma. This resulted in Oklahoma gaining title to old Greer County.

Coyle v. Smith (1911)

In this case the Supreme Court ruled unconstitutional the section of the Oklahoma Enabling Act that prevented removal of the state capital from Guthrie.

McCabe v. Atchison, Topeka, and Santa Fe Railway Company (1914)

In this case the Supreme Court held that Oklahoma law did not accord equal protection of the law when it permitted railroads to provide sleeping, dining, and chair cars for whites without also providing them for blacks.

Guinn v. United States (1915)

In this case the Supreme Court ruled the Oklahoma Grandfather Clause unconstitutional.

Oklahoma v. Texas (1920, 1927)

These cases were the result of suits that were brought to determine ownership of the Red River following the discovery of oil beneath the bed of the river. The Supreme Court ruled that, according to the Adams-Onis Treaty of 1819, the boundary between the two states was the south bank of the Red River.

Lane v. Wilson (1939)

Following the Guinn case, the Oklahoma legislature passed legislation that permitted only a twelve-day registration period for blacks who had previously been excluded from voting. This was declared unconstitutional by the Supreme Court as a clear attempt to limit black suffrage.

Sipuel v. University of Oklahoma (1948)

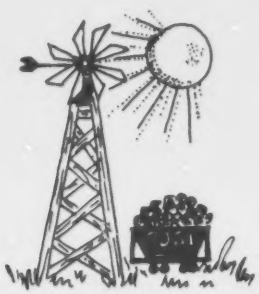
In this case the United States Supreme Court ordered the state of Oklahoma to provide a law school for qualified black students.

McLaurin v. Oklahoma State Regents (1950)

In this case the Supreme Court ruled that the University of Oklahoma could not segregate a black student from the other students after having admitted him to the university.

EVALUATION

Evaluation for Oklahoma History may be accomplished through items created from the objectives. These items should test the student's ability to analyze, apply, synthesize, and evaluate.



SOCIAL EDUCATION-RELATED COURSES

ANTHROPOLOGY

WHY TEACH THIS COURSE?

Through the study of anthropology, high school students are given an opportunity to place the human being in perspective and in relationship to the physical world. Anthropology provides a background for in-depth understanding of today's cultures and societies, as well as their forebearers.

WHAT ARE THE GOALS OF THIS COURSE?

To present anthropological data and information that will lead the student through the fascinating historical and modern-day techniques used in locating, collecting, identifying, and data-ordering information about various cultures and ethnic groups as they have existed upon the earth, and develop in the student a greater appreciation for the complex and diverse society in which we live.

Through the study of the bonds of human social relations, the student will develop a greater awareness of the individual's role in our contemporary world.

Hide-working tool made of bison bone

COURSE DESCRIPTION

Students will be given the fundamentals for classifying and analyzing the human being and society--historically, physically, culturally, socially, and descriptively. The student will investigate the unique contribution of individuals within human society.

OBJECTIVES

1. To define anthropology
2. To list important contributions made by anthropologists
3. To identify the major areas of anthropology: physical, cultural, linguistical, and archaeological
4. To list major theories of the development of life on earth
5. To identify the major ages of cultural development--paleolithic, mesolithic, neolithic--and list the important cultural achievements of each
6. To identify and trace the development of new world cultures and list specific cultural accomplishments of each
7. To identify common characteristics in all primates and differentiate between lower primates and upper primates
8. To identify and compare ethnology and ethnography
9. To list major occurrences in the progression (according to theorists) for the human being from the earliest known upright form to the contemporary human being
10. To list the major developments of human communication
11. To list the major inventions and usage of implements that helped human beings with the development of society and economic systems

SUGGESTED ACTIVITIES

Hidden Treasures

Large Group (See "Large Group or Total Class Discussion," p. 3)

Conduct a "dig" in a simulated area provided by the school. From the dig, students should evaluate the type of person who inhabited the area. Emphasis in recording data should be placed upon social, cultural, physical, and ethnic backgrounds, and educational levels as portrayed through the materials found.

Debrief students on the following:

1. Archaeological techniques
2. Proper interpretation of items found
3. Description of cultures by levels

Skills: hypothesize, collect, record

Processes: recall, translate, analyze, evaluate

I Am from the Past

Individual

Have a student select an artifact, research it, and record ways in which the item was used. What insight does it give culturally, physically, or intellectually to where it was found and who developed it? What role did the artifact play in providing a more modern tool or weapon? The student should give a report on the artifact and the group that used the item, comparing the group to modern people.

Skills: select, research, record, hypothesize, compare

Processes: recall, apply, analyze, evaluate

For other activities in anthropology, see activities following SOCIOLOGY.

Wrench - made of bone

SOCIOLOGY

WHY TEACH THIS COURSE?

Sociology in high school is a vehicle used to provide the student with sufficient information about human social behavior to give some insight into the way people are motivated to interact within their particular environment, thereby helping the student develop a greater tolerance for the differences in races, societies, and cultures, especially in the area where they differ from the student's own.

WHAT ARE THE GOALS OF THIS COURSE?

To develop student awareness and appreciation for cultural differences and similarities among all unique groups within their own society as well as those in the world.

COURSE DESCRIPTION

Sociology is a course of study designed to provide students with the understanding that their lives are shaped not only by political and economic institutions, but also by roles, norms, class, and status. The presentation of materials provides the student with examples of the institutions that influence human social behavior and how that behavior, through its acceptance or rejection, shapes society and ultimately the world.

OBJECTIVES

1. To explain how various religious, racial, and ethnic groups contributed to the development of the United States

2. To list the effects of social, economic, and political changes brought about by inventions and discoveries
3. To identify norms, roles, cultures, and mores
4. To define and list the five major social institutions found in our society today: economy, education, family, government, and religion
5. To define and distinguish between assigned and achieved status
6. To explain how the following concepts relate to culture: natural environment, cultural change, population, cultural plurality, and cultural groups
7. To define deviant behavior and describe how the judging of deviant behavior varies among cultures
8. To define and identify examples of social movements in the United States
9. To define the following terms and describe how they affect individuals and groups in the United States: dominant and minority groups, ethnicity, and ethnocentrism, prejudice, discrimination, and assimilation
10. To define values, socialization, internalization, sanctions, and social control and explain how they are interrelated
11. To explain equal opportunity and give examples of legislation designed to achieve it
12. To list people with varying ethnic backgrounds who have made contributions to their society

SUGGESTED ACTIVITIES

Life Begins at 62

Individual or Small Group (See "Small Group," p. 3)

Student will interview one or more senior citizens, discussing with them the problems of the aged in America. Ask, "How does the society deal with their new roles upon job retirement? What problems do they encounter because of their age?" Determine whether anything specific can be done in your area to alleviate the problems that senior citizens deal with daily. Using the information collected, direct a class discussion and include the following:

1. Brainstorm problems of the aging.
2. What agencies and community aids are provided?
3. What has caused these problems?
4. What are possible solutions to help the aging?
5. What can individuals do to aid in their comfort?
6. Do we find problems in all senior citizens' lives? Explain.

Skills: interview, discuss, report, hypothesize

Processes: recall, apply, analyze, synthesize

Haves and Have Nots

Individual

Ask students to complete the following statements, but tell them not to put their names on their papers.

1. Being rich in America is important because _____
2. I need to _____ if my children are to succeed.
3. To be happy, you must have _____
4. Most people think that money _____

5. To get ahead in America you must _____

6. Most people in the United States own _____

Allow enough time for the students to complete the statements without interruptions. Collect the papers and read their completed statements aloud. Discuss student responses. Focus the discussion on analyzing what seems to be the general attitude toward wealth and success in America. Next, have a group of students role-play a sharecropper's family with financial difficulties. Then discuss how members of that family might have filled out the preceding questionnaire.

Skills: list, discuss, organize

Processes: apply, analyze, evaluate

Look to the Future

Large Group (See "Large Group or Total Class Discussion," p. 3)

United States demographers predict that by the turn of the century, American society will be proportionally older, have more blacks and women, and have fewer people less than nineteen years old. Place the following statements on the board: By the twenty-first century

1. the average life span for American women will rise from 77 to 81 years, and from 69.1 to 71.8 years for men
2. the U. S. mortality rate will significantly decline
3. the median age of Americans will rise from 29.4 to 35.5
4. the percentage of our population between 5 and 19 years of age will decline
5. the percentage of white population will shift from 86.6 to 84.1

6. the percentage of female population will grow from 51.2 to 52

7. the total population will increase more slowly

Discuss the relationship between race and age to poverty and ask the students to carefully examine the statements on the board with this in mind. Assuming that there are no major changes in the present government policy toward the poor, ask the students to form hypotheses about poverty in the United States in the twenty-first century. For example, will the present Social Security system be able to support the growing number of senior citizens? Might the society have more poor people? What segment of population could become more powerful? Have students suggest changes in current laws or programs that might be made to meet the changing demographic profile of our nation. Students may want to analyze how these changes might alter our basic social institutions.

Skills: list, discuss, organize, hypothesize

Processes: recall, translate, analyze, apply, evaluate

Keep a Journal!

Individual

Have the students keep a two-week journal of their activities. Be sure to have the students emphasize their interaction with the basic social institutions, i.e., family, school, and religion. The student will bring the observations to class at the end of two weeks for discussion. Each student will show the class which institution they interacted with most freely. They will answer:

1. Is it the same for all Americans?
2. Is it always the same institution for you each day?

3. Can you think of other areas that could fall into our basic institutional realm?
4. Were your own actions and attitudes based only upon the institution you were encountering?

Skills: collect, organize, describe, explain, hypothesize

Processes: recall, translate, apply, analyze, evaluate

Time Capsule

Large Group (See "Large Group or Total Class Discussion," p. 3)

As a class, list the items that the class would put into a time capsule to give future generations insight into the social, economic, cultural, and political impact on the United States this decade. There will be a great deal of conflict as to what items would be the most important. With each item given, the students should explain why they selected the item and what is its significance. It is desirable to limit the capsule by size, such as 12 by 15 by 10 feet. During the discussion, students should observe and record the areas of conflict among class members. After the capsule is sealed, the class should analyze the effect of the contents of the capsule on a future generation and on that generation's understanding of the past.

Skills: describe, explain, collect, list, organize, hypothesize

Processes: recall, translate, apply, analyze, evaluate

Yours, Mine, and Ours

Individual or Large Group (See "Large Group or Total Class Discussion," p. 3)

Write the name of a country on the board. Have the class

brainstorm all the cultural contributions that country has made to American culture. Encourage the students to include foods, sporting event origins, words, and gifts such as the Statue of Liberty. Then have the groups select one of the listed items to research. The research information will then be presented to the class by the group through the creation of role play, illustrating how this custom came to America. After each role play, the students should discuss the following:

1. Before we brainstormed, did you think this custom originated in America?
2. Can you think of other customs we have omitted?
3. Do you think about the originating country when you observe this custom?
4. Can you think of any custom similar to this that is originated solely in the United States?

Emphasis should be placed upon how customs and traditions observed in the United States have been passed on to us by a variety of cultures.

Skills: list, collect, research, explain, describe

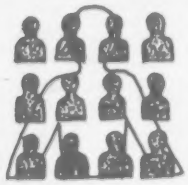
Processes: recall, translate, apply, analyze

PSYCHOLOGY

WHY TEACH THIS COURSE?

The student can greatly benefit from an understanding of the intricacies of the mind and nervous system and of the activities of living beings and their interaction with the environment, both as individuals and as groups.

WHAT ARE THE GOALS OF THIS COURSE?



To help students understand themselves and their personal problems, to develop understandings of social problems, to increase ability to live harmoniously with others, and to develop a curiosity about human behavior, thus providing an appreciation of the extent to which scientific methods are applied to the understanding of human behavior. To help the student develop a greater acceptance of self and the individual's role and value in our free society. To improve the student's understanding of such activities as thinking, learning, remembering, and problem solving, which are paramount to a complete education.

COURSE DESCRIPTION

This course is a study of the processes of sense perception, responses to stimuli, emotions and motivations, personality, development, mental disorders, and the interaction of the individual with the group.

OBJECTIVES

1. To list five basic principles of the development of human

behavior and give an example of each

2. To define motor development and list three motor abilities associated with a particular age group
3. To explain any four specific influences of human behavior on social development
4. To describe one theory that illustrates how heredity or environment influences behavior
5. To list two environmental factors that influence the development of intellectual ability
6. To define personality and list three overt types
7. To list the characteristics of schizophrenia, paranoia, and other personality disorders
8. To explain how the nervous system works and its affect on behavior
9. To define intelligence and list ways in which it can be measured
10. To list two ways in which the home, birth order, and society each play a role in influencing personality
11. To explain the difference between the concepts of mental age and intelligence quotient

SUGGESTED ACTIVITIES

Do People's Attitude Affect Your Behavior?

Large Group, Film (See "Large Group or Total Class Discussion," p. 3; "Films and Filmstrips," p. 7)

Have the class observe the film Cipher in the Snow* produced by Brigham Young University. After the film has been shown, have the students break up in teacher-selected groups and answer the following:

1. What course of events could have taken place in order to prevent this child's death?
2. What roles were placed upon the individual students?
3. Did their stereotyping carry on into their homes?
4. What effects did the way others saw these children affect their respective behavior and/or emotions?

After groups have completed their lists, the entire class will meet and analyze the problems they discovered and list actions that could have altered the course of events.

Skills: observe, collect, list, explain

Processes: recall, apply, analyze, evaluate

Mind over Matter

Large Group, Case Study (See "Large Group or Total Class Discussion," p. 3; "Case Study," p. 5)

Conduct a case study on the effects the environment and heredity have upon preschool children. This is best done through a day-care center. Data will be obtained on the background (medical, physical, test evaluations) of the preschooler in order to determine some hereditary traits. The observer should have the same group of activities including the same toys for each preschooler observed. Data should be recorded as

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*Available from the Media Resource Center, State Department of Education, 2500 North Lincoln, Oklahoma City, OK 73105.

to what age group performs a particular activity the best. It is imperative that this is done with parental consent of the preschoolers, and the children must remain anonymous. Evaluation will follow the observation through a presentation of an oral report and discussion of the findings. The effectiveness of the scientific method in producing conclusions should be adhered to by the observer.

Skills: observe, collect, hypothesize, describe, explain

Processes: recall, translate, apply, analyze, evaluate

Impressions

Large Group (See "Large Group or Total Class Discussion," p. 3)

To indicate the effect of first impressions, have the students create a paragraph about a hypothetical person. The paragrapgh should consist of about twenty sentences, with the first ten sentences describing a friendly individual and the last ten sentences describing a loner. Then ask the students to read the paragraph and list certain personality traits this person exhibits. Usually students report that the paragraph is about a friendly person, although half of the paragraph is describing a loner. If you reverse the friendly and loner sections so that the first section is about a loner, then the students who read the paragraph are more likely to see the individual as a loner. Therefore, students should draw the conclusion from debriefing that we receive the greatest impact on first impressions rather than overall impressions. After that exercise, the teacher should have the students list and explain ways to prevent this from happening and affecting our behavior. The students should also do a self-analysis of their first impressions, sharing with the class as to when first impressions prevented more accurate final

impressions of an individual, thus causing prejudices.

Skills: list, recall, explain

Processes: apply, analyze, evaluate

EVALUATION

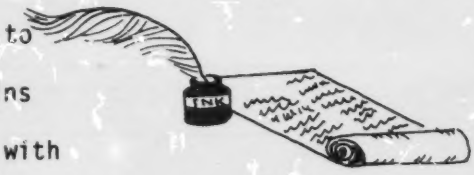
An evaluation will be a specific grade given to the student on the recording of data, the relating of information, and the individual's participation in a specific project. A test may be given from any one or several of the objectives for the course.

UNITED STATES HISTORY

UNITED STATES HISTORY - JUNIOR HIGH AND SENIOR HIGH

WHY TEACH THIS COURSE?

An overall comprehensive course in United States history is essential as citizenship training ground. United States history helps us to understand and appreciate not only our origins and who we are but because it is concerned with values, it also helps us to determine where we want to go. An understanding of United States history is essential to the life of each American. The more informed the citizen, the more care that citizen is likely to give to the prolonged future of the United States.[1]



WHAT ARE THE GOALS OF THIS COURSE?

To promote a feeling of patriotism through an understanding of the economic, political, and social structure of one's own country.

To acquire knowledge of the more important aspects of events and their causes and effects in the development and growth of the United States.

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[1]Margaret Stimmann Branson, "Introduction: Teaching American History," Social Education 44 (October 1980): 453-55. Used with permission of the publisher. All rights reserved.

COURSE DESCRIPTION

United States history as a course of study should acquaint the student with factors leading to the development of our free, democratic society and with the cultural, social, political, and economic development since its inception. Emphasis should not be placed on a chronological list of dates and events, but rather on cause-effect relationships of areas that have directly influenced us today, such as:

Establishment of the Constitution

Development of an economic system

Role of the immigrants

Age of Industrialization

Reorganization of our social system since Reconstruction

Formation of labor unions

World conflicts and United States involvement

The developing role of the United States as a world power

Problems and responsibilities of the nuclear age

One semester of United States history at the junior high level is required by Oklahoma state law.

OBJECTIVES

1. To identify the first inhabitants of this country
2. To explain the motives for European exploration and colonization of the New World
3. To identify the reasons for the American Revolution
4. To describe the conflicts that had to be resolved in the writing of the Constitution
5. To explain the early foreign and domestic problems the United

States faced and to relate the problems to present conflicts

6. To describe the growth of the United States as an industrial power
7. To describe the effects of westward expansion on the overall history of the United States
8. To describe the development of the economic system of the United States, some of its problems, and the nation's growth as a world economic power
9. To describe the growth and enrichment of the United States through immigration
10. To describe circumstances leading to United States involvement in world confrontations and conflicts and the consequences
11. To explain the problems and responsibilities of the United States in the nuclear age
12. To explain major decisions of the Supreme Court in regard to women, minorities, and religions
13. To use maps and charts in studying the various eras of United States history and to explain the expansion and growth of the United States

SUGGESTED ACTIVITIES

In My Town

Large Group (See "Large Group or Total Class Discussion," p. 3)

Using a variety of sources, such as personal interviews, newspaper files, and tax records, the students will trace the changes that have occurred in their own community within a given period of time, i.e.,

1950 to the present. Among the changes that should be listed are stores, shopping centers, housing additions, schools, transportation, streets, and cultural improvements.

After the list of changes has been compiled, the class should be divided into three groups. One group will prepare a map showing their community at the beginning of the assigned time period. The second group will prepare a map showing the physical changes that have occurred in the community since the beginning of the time period. The third group will write a paper describing life in the community at the beginning of the assigned time period. This group should be careful not to neglect minorities in its description of life in the past.

Skills: interview, trace, collect, list, report, organize, conclude

Processes: recall, translate, apply, analyze, evaluate

Around the Round Table

Small Group (See "Small Group," p. 3)

Students may role-play famous people of the past dealing with present-day issues. Role players use only knowledge available at the time they lived.

Skills: organize, discuss

Processes: recall, analyze, translate, apply

Oh, Happy Birthday!

Large Group (See "Large Group or Total Class Discussion," p. 3)

Have each student give his or her birth date. The students are to list inventions that have been produced since that date, such as pocket

calculators, digital clocks and watches, and automatic garage door openers. Students can interview such people as store managers and owners. Students must be able to tell what conditions were present in the United States to make these products available to consumers.

Skills: organize, report, interview

Processes: recall, analyze

Your Rights, My Rights, Our Rights

Small Group (See "Small Group," p. 3)

Divide the class into small groups and ask each group to explain one of the following amendments and its importance to America:

1. Amendment I (Bill of Rights)
2. Amendments II and III (Bill of Rights)
3. Amendment IV (Bill of Rights)
4. Amendment V (Bill of Rights)
5. Amendments VI and VII (Bill of Rights)
6. Amendments IX and X (Bill of Rights)

Groups may use filmstrips or films in giving examples of need for the amendment(s) being presented or the application of the amendment(s) in the past.

Skills: explain, describe

Processes: recall, translate, analyze, apply

Social Upheaval

Individual

Have students write a report explaining the Eighteenth and Twenty-first Amendments. Ask them to include social upheaval or changes

brought by these amendments and explain why these amendments had less effect on Oklahoma than on other parts of the nation.

Skills: collect, explain, organize

Processes: recall, translate, analyze, apply

You Are There

Small Group (See "Small Group," p. 3)

Divide the class into groups. In order to relate personal experiences of the Great Depression, especially that of unemployment, have students read and discuss excerpts from Hard Times by Studs Terkel.

Have students interview people who lived through the Great Depression, or whose parents can tell them of experiences during the depression. Suggested age groups to interview are:

60-80 (adults during the depression)

50-60 (child's viewpoint)

38-50 (second generation)

Students can tape and transcribe interviews and contribute them to the school library as an oral history project.

Questions for depression interview:

1. Where did you live?
2. What was your father's occupation? Mother's? Brother's or sister's?
3. Who else lived with your family?
4. What did you think of F.D.R.?
5. Do you feel that the New Deal affected your family?
6. Did you ever notice any homeless people?
7. What are your favorite songs of the 1930s?

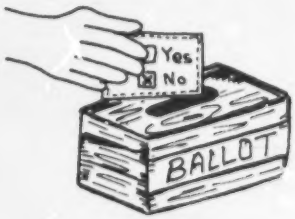
8. Was there as much crime as today?
9. Do you remember your family having to do without some things? If so, when?
10. Do you have fond memories of the depression days? Why or why not?
11. In your opinion whose fault was the depression?
12. What was a "good" salary then?
13. What was school like during the depression?
14. What did you do for recreation? Did your family have a car? What were your favorite radio programs?
15. If we had a big depression today, what would it be like?

Skills: interview, tell, report

Processes: recall, translate, apply, analyze, evaluate

Vote, Vote, Vote, Vote

Small Group (See "Small Group," p. 3)



Divide the class into small groups and ask each group to find the date when the following groups were given the right to vote: Indians, white males, black males, all women twenty-one and over, and eighteen-year-olds. Have each group give an oral or written report citing the amendment or statute, and explain the social changes that resulted from the rights of citizenship for each group.

Skills: collect, organize, report, explain

Processes: recall, translate, apply, analyze

Third Parties

Individual or Small Group (See "Small Group," p. 3)

Have students read about political parties from 1787 to the present. Ask them to select one party, other than Democratic or Republican, and make a campaign poster or cartoon for a candidate of their chosen party. Have students explain their posters to the class, citing social and economic ills the election of their candidate will cure.

Skills: collect, explain, hypothesize

Processes: recall, translate, apply, analyze

EVALUATION

Many of the test items can be taken from the objectives prepared for each unit. The test items should be written in such a way that they assess the student's ability to analyze, apply, synthesize, and evaluate.

WORLD HISTORY

WHY TEACH THIS COURSE?

Students at the secondary level have acquired a set of attitudes, beliefs, and values about such international processes as war and peace. A study of the process of conflict and change from a global standpoint is imperative to the student's development of a national identity. Students need to understand that today's world, with its diversity of cultural backgrounds living together in an increasingly smaller and more interdependent society, has developed from the heritage of the past.

WHAT ARE THE GOALS OF THIS COURSE?

To develop an understanding of the efforts of people to adjust to natural and social environments.

To understand that in all periods of history people have evolved solutions to political, economic, social, and aesthetic problems.

To understand that developments in economics, politics, and society are transitory to the modern world.

To develop an awareness of how historical thought shapes our responses to the world in which we live.

To become aware of the connection between the past and present as a transferable kind of experience.

To provide an opportunity for comparing the development of various nations.

Material for this section adapted, with special permission, from Teaching of World History, Bulletin 54, NCSS (Washington, D.C.: National Council for the Social Studies, 1978).

COURSE DESCRIPTION

Whether the teacher chooses a chronological, topical, area, or inquiry approach to world history, the course should provide an analysis of the major world cultural areas, i.e., the East, Middle East, Pacific, Sub-Sahara, and West. The study can be divided into three major units: the ancient world, the transition from medieval to modern times, and the world today.

OBJECTIVES

1. To explain the processes in the development of early humans as they progressed from food gathering to more advanced ways of life
2. To explain the geographic factors involved in the growth and development of ancient Eastern and Western civilizations
3. To list contributions of ancient Eastern, Western, and New World civilizations to technological development, such as calendars, methods of transportation, navigation, processes of mathematics, astronomy, and textiles
4. To identify the influence of religion on the development of civilizations

5. To discuss the nature of ancient political systems
6. To describe the influence of the ancient world in the development of laws and democracy as we know them today
7. To identify the contribution of the ancient Eastern and Western civilizations to art, architecture, literature, and music
8. To contrast the relative immaturity of medieval Europe to the sophisticated cultures of East Asia, particularly in China, and the Byzantine and Moslem worlds
9. To compare the significances of the Age of Discovery of the fifteenth century with the lunar and planetary probes of the present
10. To determine why people revolt, through an analysis of the Glorious Revolution, American Revolution, French Revolution, and Russian Revolution
11. To describe ways in which the Industrial Revolution changed methods of production, agriculture, transportation, and business
12. To identify fundamental sources of conflict among nations
13. To compare the motives for imperialist expansion in the sixteenth century with those in the nineteenth century
14. To analyze the factors that explain the growth of fascism, nazism, and communism
15. To identify the institutions that are involved in the interdependence of the modern world: United Nations, Common Market, NATO, and OPEC

SUGGESTED ACTIVITIES

Maps

Individual

Make it a rule that the students identify every place of importance studied on a map. Let the students discover rather than copy the information.

Have students develop maps of ancient civilizations as these are studied. Ask students to list the names of the present countries in the area on an outline map and ask them to discover at least three factors that have contributed to changes shown on the maps.

Have students examine the Age of Discovery and Exploration of the fifteenth and sixteenth centuries by tracing trade routes on an outline map. Students should research the purpose of each voyage and explain difficulties encountered.

Skills: trace, develop, list, hypothesize, examine, research

Processes: recall, translate, apply, analyze

For Religion's Sake

Small Group (See "Small Group," p. 3)

Divide the class into small groups. Assign each group the task of writing a script to demonstrate the life of a crusader from medieval Europe and the life of a Moslem living in Jerusalem. For evaluation, the students may write essays that begin "If I had lived in the twelfth century, I would have preferred to be a crusader (or a Moslem) because. . . ."

Skills: discuss, collect, organize, report

Processes: recall, apply, analyze, evaluate

Who Has the Power?

Small Group (See "Small Group," p. 3)

Divide the class into small groups. Assign each group a type of government, i.e., monarchy, autocracy, theocracy, or democracy. Have groups prepare reports on the various periods in which the type of government existed, where it existed, and its strengths and weaknesses. Have groups present the findings in a panel discussion. Ask students to discuss each presentation by comparing strengths and weaknesses of the various types of government, and to draw conclusions on the successes and failures of each. Have students tell which of these governments may be found in the world today and where.

Skills: report, compare, conclude, tell

Processes: recall, translate, apply, analyze, evaluate

World Power

Small Group (See "Small Group," p. 3)

Divide the class into small groups. Assign each group an international organization to research and determine the purpose, organization, membership, strengths, weaknesses, and reasons why each succeeded or failed. Suggested organizations: League of Nations, International Labor Organization, World Court, Lorcano Treaties, Pact of Paris. Debrief by comparing with the United Nations.

Skills: research, compare, conclude, discuss

Processes: recall, apply, analyze, evaluate

Upward Mobility

Small Group (See "Small Group," p. 3)

Divide the class into groups. Assign each group a specific society and era to research the standard of living of the privileged and underprivileged classes, including homes, dress, food, daily work, and division of labor. Debrief by comparing and drawing conclusions regarding upward mobility available in each society.

Skills: research, compare, conclude, discuss

Processes: recall, translate, apply, analyze, evaluate

East Meets West

Large Group (See "Large Group or Total Class Discussion," p. 3)

The class should be divided into two groups following a study of Japanese culture. One group will prepare a skit showing the reactions of the Japanese people to Matthew Perry's 1854 visit to Japan. The skit should include reactions to dress, manners, language, and technology.

The second group will prepare a skit showing the reactions of Perry and his crew to the Japanese.

When debriefing this activity, ask the students to respond to the following questions:

1. To the Americans, who were civilized and who were the barbarians? (Look up the derivation of the word "barbarian.")
2. To the Japanese, who were civilized and who were the barbarians?
3. What was the Japanese reaction to American technology? What effect did it have on later Japanese history?
4. Was there a similar cultural reaction when Americans first

began trading in China?

5. Is the gap between Oriental culture and American culture as great today as it was in Matthew Perry's time? Defend your position.
6. How does today's trade between Japan and the United States compare with the trade between those two nations in the years just following Perry's visit?
7. How does American technology compare with Japanese technology today?

Skills: role-play, collect, organize, compare

Processes: recall, translate, apply, analyze, evaluate, synthesize

The American Dream

Individual or Small Group (See "Small Group," p. 3)

Have the class make a very large, flat, wall map of the world. Divide the class into small groups.

Each group or individual will choose for role playing a refugee or immigrant from some world area to the United States in some period of history, such as Cubans, Irish during the potato famine, Chinese railroad workers, war brides, or boat people.

Using the class wall map, each group will find the country of origin of the immigrant or refugee group that it has chosen and indicate that country with a colored map pin. Then the students will attach a string to the map pin in their immigrant group's country of origin and tie it to a pin that they will place in the area of the United States where that group of immigrants settled.

The debriefing process should involve the following questions:

1. During what period did the group of immigrants relocate in the United States?
2. What were some contributing factors that led to their relocating in the United States?
3. How was your immigrant group transported to the United States?
4. What did they hope to find in the United States? Were they looking for jobs, for better government, for religious freedom, or a better social system?
5. Did they find what they were looking for?
6. What problems of adjustment were faced by these immigrants and what caused these problems?
7. What new skills did these immigrants have to learn, i.e., job skills, language skills, social skills?
8. What process did these immigrants have to go through if they wanted to become citizens?
9. What legislation was passed to deal with these various waves of immigration?
10. How much assistance, if any, did these groups of immigrants and refugees receive from the government?

As an additional activity, each student will prepare to pass the test that is required for naturalization. It may be possible to arrange with a local judge to hold a mock naturalization ceremony for the students who pass the test.

Skills: collect, organize, locate

Processes: recall, translate, apply, analyze, synthesize, evaluate

Postholing

Individual or Small Group (See "Small Group," p. 3)

A world history course that is limited to investigations of one nation at a time or is based on a chronological approach can be frustrating to the student. An in-depth study of a careful selection of cultures or nations can provide students with a way of learning about other people.

This activity may be done individually, or the class may be divided into small groups. Each group or individual will select one nation from a list prepared by the teacher. The individual or group will then study the culture of the nation chosen, using the following suggestions:

1. Location in relation to other regions and the world
2. History of boundary changes since early civilization
3. Development of the economic and political system
4. Development of social systems
5. Development of religion, art, and science
6. Development of language
7. Location in relation to world power struggles today
8. Great thinkers and doers over the centuries
9. The nation's possibilities for the future

Each individual or group may choose from the following list of methods for reporting to the class: role playing, panels, posters, murals, collages, videotapes, slides, recordings.

Skills: collect, organize, report, compare

Processes: recall, translate, apply, analyze, synthesize, evaluate

EVALUATION

Evaluation for world history may be accomplished through multiple-choice questions created from the objectives. The multiple-choice questions should be written in such a way that they test the student's ability to analyze, apply, synthesize, and evaluate.

SOCIAL STUDIES CURRICULUM MODELS

The following curriculum models are presented as an aid for school district committees who are planning social studies curriculum revisions and/or reorganizations. These models should be used as guides. School district committees should plan their social studies program to meet the unique needs of the students and community served by the school system. Many other variations and combinations could have been presented, but these models will give an enterprising committee some insight into possibilities.

The social studies curriculum should not be limited to traditional models. New or experimental curriculum ideas, such as interdisciplinary studies involving both the social studies and language arts or social studies and the arts, should be encouraged.

MODEL A

Grade	Subject
7	World Geography
8	United States History*
9	Oklahoma History/Civics
10	World History
11	United States History*
12	Electives (Government, Geography, Economics, Sociology, Anthropology, Psychology, Problems of Democracy, International Relations, Political Science, Career Education)

*It is suggested that the junior high United States History course place primary emphasis on the period to 1865 and that the senior high course cover the period from 1865 to the present with emphasis on more recent history.

Advantages of Model A

1. Seventh-grade Geography offers an opportunity to review and refine the social studies skills and concepts that were introduced in the elementary grades. Students at this level have gained the maturity to understand space/time relationships.

2. Offering United States History in the eighth grade with an emphasis on early history provides a natural introduction to Oklahoma History, the study of the Constitution, and Civics in the ninth grade.

3. Offering World History and United States History at the tenth and eleventh grades offers college preparatory students the back-

Disadvantages of Model A

1. Economics is an excellent grade 12 elective, but twelfth grade is too late for students to learn basic concepts underlying a free enterprise economy. Students need these understandings at grades 7 through 11 for the study of United States, Oklahoma, and World History.

2. The chronology and expanse of World History may be too difficult for tenth-grade students. In this model they have not had enough experience with the causes and effects of historical events in the United States from 1865 to the present to understand our relationships with the world.

3. United States History loses

ground needed for entrance examinations.

4. This model gives students an adequate overview of history.

5. This model suggests a wealth of electives, any one of which may be offered at any time there is adequate enrollment for the course.

much of its continuity when there is a two-year lapse between the grades in which it is offered.

4. Very careful articulation of the curriculum for the grade 8 and grade 11 United States History courses is necessary to eliminate repetition.

5. Career Education should not be postponed until grade 12.

Model B

Grade	Subject
7	World Geography
8	Civics/Economics
9	Oklahoma History/United States History*
10	United States History*
11	Electives (add World History and delete Economics from those listed in Model A)
12	Government/Economics

*See note on Model A.

Advantages of Model B

1. Three semesters of well-articulated United States History back to back in grades 9 and 10 provide continuity.

2. Economics at two levels gives opportunity for Career Education

Disadvantages of Model B

1. No World History is suggested except as a choice among electives.

2. Because of scheduling difficulties and the expense of textbooks in the junior high school, students may not have three continuous

activities in junior high school.

semesters of United States History.

3. It may be difficult to find teachers qualified to teach economics.

MODEL C

Grade	Subject
7	Social Studies (introduction to the methodology of the various social sciences)
8	United States History*
9	Oklahoma History/Career Education
10	Electives (listed in Model A)
11	United States History*
12	Electives (add World History to those listed in Model A)

*See note on Model A.

Advantages of Model C

1. Social Studies (introduction to the methodology of the various social sciences, which include geography, history, political science, economics, sociology, anthropology, psychology) is excellent for teaching students to use the social science skills that go beyond the old discussion/worksheet/test approach. These skills should be used in all later social studies courses.

Disadvantages of Model C

1. United States History loses much of its continuity when there is a two-year lapse between the grades in which it is offered.

2. Economics is not offered at the junior high level. Grade 12 is too late for an understanding of economics, which would be helpful in the study of history, government, and geography.

3. Geography is not offered early

2. Career Education at an early grade gives students opportunity to develop skills and knowledge they can use in the work world.

enough to help students understand causes and effects in historical events.

MODEL D

Grade	Subject
7	Social Studies
8	United States History*
9	Oklahoma History/Civics
10	Economics/Career Education
11	United States History*
12	Electives (add World History and delete Economics from those listed in Model A)

*See note on Model A.

Advantages of Model D

1. Social Studies is excellent for preparing students to use the social science skills that will be used in later courses.

2. Economics at grade 10 will give students those understandings of economics that will be useful in the study of history and other electives in grades 11 and 12.

3. A separate course in Career Education at grade 10 will satisfy public demand in some school districts.

Disadvantages of Model D

1. Two years between the United States History courses weakens continuity.

2. World History and Government are offered only as electives.

3. Geography is not offered early enough to help students understand geographic causes and effects in historical events.

SOURCES

Grateful acknowledgment is made to the following:

Indiana Department of Public Instruction for material adapted from the section on evaluation in Social Studies: A Guide for Curriculum Development.

Law-Focused Curriculum Project, University of Oklahoma.

Midwest City-Del City Public Schools for material adapted from Midwest City-Del City Schools Secondary Social Studies Curriculum, 1980-1985.

Texas Education Agency for material adapted from Framework for the Social Studies--Kindergarten-Grade 12.

Tulsa Public Schools for material adapted from People Study.

BIBLIOGRAPHY OF PROFESSIONAL ORGANIZATIONS

State

The Law-Focused Curriculum Project
Southwest Center for Human Relations Studies
University of Oklahoma
555 Constitution, Bldg. 4, Room 218
Norman, Oklahoma 73069

Oklahoma Council on Economic Education
College of Business Administration
Oklahoma State University
Stillwater, Oklahoma 74078

Oklahoma Council for the Social Studies
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State Department of Education
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National

American Association for State and Local History
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American Historical Association
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American Political Service Association
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American Psychological Association
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American Sociological Association
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Washington, D.C. 20036

Center for Global Perspective
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Constitutional Rights Foundation
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Joint Council on Economic Education
1212 Avenue of the Americas
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National Council of Geographic Education
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National Council for the Social Studies
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The Organization of American Historians
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Population Institute
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Washington, D.C. 20036

Society for History Education
California State University
Long Beach, California 90840

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MAJOR SOCIAL SCIENCE CONCEPTS

ECONOMICS

Choice
Consumption
Economics
Economic Growth
Goods
Government
Income
Loss
Market
Money
Opportunity Cost
Production
Profit
Resources (Natural, Human, Capital)
Scarcity
Services
Technology
Trade
Change
Circular Flow
Economic Systems
Foreign Trade
Interdependence

GEOGRAPHY

Climate
Direction
Interdependence
Location
Orientation
Regional
Symbolization
Environment
Change
Environmental Perception
Landforms
Scale
Spatial Interaction

PHILOSOPHY/RELIGION/ PSYCHOLOGY

Personal Values
Self-Concept
Self-Improvement
Self-Responsibility
Social Participation
Societal Values
Nature of Religion
Perspective

POLITICAL SCIENCE/LAW

Authority
Brotherhood
Checks and Balances
Constitution
Courts
Equality
Federalism
Freedom
Government
Human Rights
Justice
Law
Levels and Branches of Government
Liberty
Majority
Minority
Property Rights
Representative Democracy
Voting
Communism
Comparative Governments
Due Process
Interest Group
International
Nation
Parliamentary Procedure
Politics
Social Contract

HISTORY

Cause
Change
Chronology
Colonization
Compromise
Conflict
Cooperation
Effect
Exploration
Patriotism
Revolution
Civilization
Historical Interpretation
Nationalism
Power
Tradition

SOCIOLOGY/ ANTHROPOLOGY

Community
Cultural Pluralism
Culture
Education
Groups (Race, Religion, Ethnic)
Institutions (Home, Church, School, Family)
Prejudice
Cultural Area
Cultural Change
Cultural Complex
Cultural Element
Cultural Relativism
Differences
Ethnocentrism
Norm
Role
Socialization
Society

A SUGGESTED POLICY ON CONTROVERSIAL ISSUES

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their lives, is vital to the continuation of our society, and is appropriate to their maturity levels.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their vital role, teachers need not be neutral, but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wise decisions relative to such issues.

Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the

patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.*

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TEXTBOOK EVALUATION FORM

TITLE OF BOOK _____

PUBLISHER _____

1 = Excellent 2 = Good 3 = Fair 4 = Poor

Criteria	Rating	Comments
1. The vocabulary is clear, concise, and usable by students in your class.	1 2 3 4	
2. There is enough presentation of a concept before progressing to another.	1 2 3 4	
3. There is enough reinforcement material for each concept.	1 2 3 4	
4. The presentation on the page is inviting, meaningful, and easy to read.	1 2 3 4	
5. There is consistency between this book and school district curriculum guidelines.	1 2 3 4	
6. There are attempts to accommodate different types of learners.	1 2 3 4	
7. The teachers' edition is easy to use.	1 2 3 4	
8. The teachers' edition contains supplementary activities.	1 2 3 4	
9. Reliable material on minorities, women, and religion is included.	1 2 3 4	
10. The book is sturdy, easy to handle, and reasonably priced.	1 2 3 4	
11. The text allows for and encourages creativity.	1 2 3 4	

Additional Comments:

EVALUATION
HANDBOOK FOR SECONDARY SOCIAL STUDIES EDUCATORS

In order for us to continue to improve the publications of the Curriculum Section of the Oklahoma State Department of Education, would you please take time to respond to the questions below?

1. Circle grade level taught: 6 7 8 9 10 11 12

2. Subject(s) taught: _____

3. Was the content of this publication generally appropriate for your subject area and grade level? ____appropriate ____inappropriate

4. The suggested activities were: ____most helpful____helpful

5. This publication is divided into several sections (How to Use, Subject Areas, Curriculum Models, etc.). Which section do you think will help you most? _____

6. How could this publication be improved?_____

_____

_____

7. What other types of social studies publications would be of use to you? _____

_____

_____

Please cut at dotted line and return to: Social Studies Specialist, State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, OK 73105.

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